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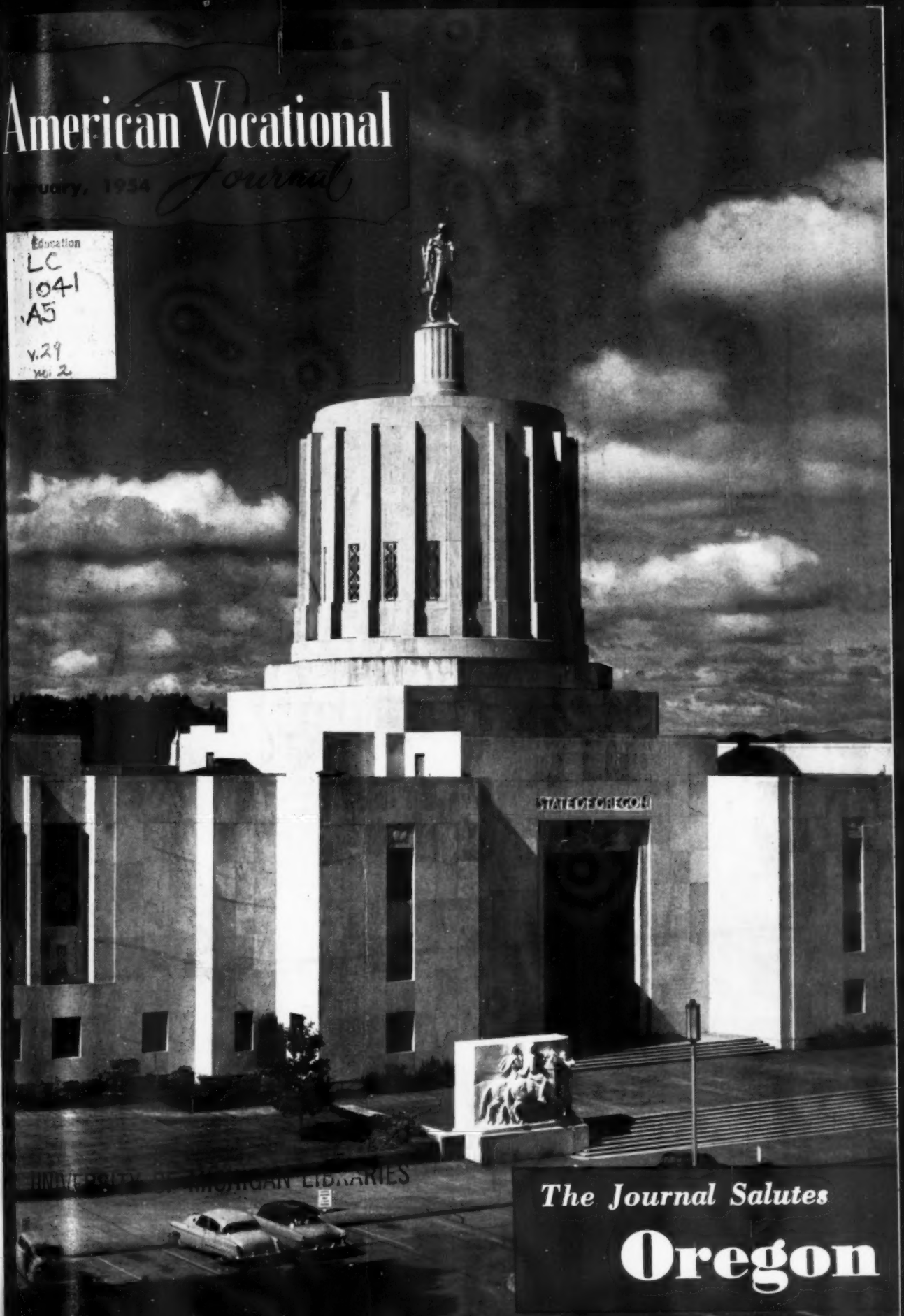

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Yes, more people ask for Coke than any other soft drink. Its wholesome, delightful flavor has made it the favorite refreshment wherever action calls for a pause.

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American Vocational Journal

VOLUME 29 NUMBER 2

OFFICIAL PUBLICATION OF THE
AMERICAN VOCATIONAL ASSOCIATION, INC.
Exclusive Coverage: VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

FEBRUARY, 1954

EDITOR-IN-CHIEF
M. D. Mobley
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Ave., N.W.
Washington, D. C.

MANAGING EDITOR
Dorothy Robinson Davis
American Vocational Association, Inc.

EDITORIAL ASSISTANT
Nancy Hall Kane
American Vocational Association, Inc.

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Board of Education
Denver, Colorado

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This month's cover: Oregon's State Capitol Building is a structure of modern design, topped by a rugged pioneer. It was built in 1937 to replace a building that was destroyed by fire in 1935 and constitutes a popular subject for both Oregonian and tourist photographers. *This photo was furnished through the courtesy of the Oregon State Highway Commision.*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

American Vocational Association, Inc.

The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields; agriculture, business, distributive, home economics, industrial arts, trade and industrial, rehabilitation, and guidance.

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Guest Editorials

PREPAREDNESS—a word full of meaning in this present age and one which carries with it the challenge of meeting every demand with adequate equipment and qualified personnel. Preparedness must necessarily be a vital part of our civilian and military defense operations, but our preparedness need not be limited to these particular fields.

In the State of Oregon there has been a marked increase in population during the past few years and at the same time there has been a noticeable increase in business and industrial activities. A need for trained workers has developed as a consequence, and a great many of our citizens—both young people and adults—have been able to qualify for these jobs because, as vocational education students, they were prepared to assume responsible positions in the fields of agriculture, trade, industry, homemaking, public service, and the like. This preparedness from the state level stems from the fact that since 1918 there has been a continuous program of vocational education in Oregon, and from time to time courses have been added, thus opening avenues for practical training. At the present time there are 167 local centers throughout the state and three vocational schools where students are availing themselves of a wide range of educational opportunities—students of today and skilled workers of tomorrow.

Vocational instruction is a very important phase of our educational program, and the results of this excellent training will have a far-reaching effect on the state as a whole as we prepare to meet even greater opportunities for service in our communities, state and nation.

—Paul L. Patterson, Governor, State of Oregon.

PRIOR to the inauguration of the federally subsidized vocational education program in 1918, many school administrators were aware of the value of a vocational education program as an integral part of public secondary education. However, the constant efforts to obtain enough money to administer the academic type of program seemed to preclude the possible availability of additional funds for vocational education. The Smith-Hughes Act some 35 years ago opened the door a bit, and many school administrators took advantage of it to introduce the agriculture program in their high schools. As the years went on, more and more administrators saw the advantages to be gained for the high school youth and, at the present time, a public high school of a reasonable size that does not support a vocational education program of some kind is not considered as meeting its responsibilities completely.

The federally subsidized vocational education program in Oregon has made steady and consistent growth, and we are especially proud of the contribution it made to the country during World War II. Hundreds of thousands of men and women were given special training to take their places as skilled workers and technicians in the war industries, and more thousands were trained to do specialized work in the armed forces.

Those in position to judge feel that the vocational education program in our public secondary schools has also made an incalculable contribution to the health and welfare of the state in training youth to fit into our industrial and service activities in a highly efficient manner at the close of their high school career.

At this time I also wish to pay tribute to the American Vocational Association for the splendid assistance and inspiration it has given to the growth and effectiveness of the vocational education program from the national level. Its leadership has been a tremendous force in shaping public education in our great nation.

—Rex Putnam,
Oregon State Superintendent of Public Instruction.

FROM AVA HEADQUARTERS

PRESIDENT EISENHOWER'S BUDGET for fiscal 1955 was presented to Congress at noon on January 21. The budget contained almost 1,200 pages and set forth the recommendations of the President regarding appropriations for all governmental agencies.

Recommendation for Vocational Education. The budget recommends an appropriation of $17,500,000 for vocational education for fiscal 1955. This is $1,173,261 less than the amount ($18,673,261) appropriated for the fiscal year ending June 30, 1954. The budget recommendation also contains the following language: "Provided further that not more than $450,000 of this appropriation shall be made available for vocational education in distributive occupations."

The President's budget message contained no specific mention of vocational education or reason for the proposed cut. It did contain the following:

"This budget marks the beginning of a movement to shift to state and local governments and to private enterprise Federal activities which can be more appropriately and more efficiently carried on in that way. . . . Certain agricultural activities; and some aspects of our health, education and welfare programs are examples of this type of action. In those cases where Federal participation is necessary, the effort of this administration is to develop partnerships rather than an exclusive and often paternalistic position for the Federal Government."

This statement immediately raises the question—Is vocational education included among those activities to be shifted to *"state and local governments* and to private enterprise?" If so, the statement reveals nothing new. In numerous editorials, speeches and releases, we have pointed out that we are faced with a grave problem which can be stated very simply:

"Shall federal funds for vocational education be continued or gradually eliminated?"

We have also stated time and time again that the answer to this question is in the hands of the National Congress. *Only Congress can appropriate federal funds.*

Should Congress approve the recommended cut, it would result in a reduction of $455,792.02 for agriculture: $359,709.92 for home economics; and $357,759.03 for trades and industry. Distributive education is already operating on a greatly reduced budget (from $1,794,498.69 in 1951 to $450,000 in 1954), so the recommendation does not propose a further cut for this phase of vocational education.

There are those who argue that a reduction in federal funds will not jeopardize the quantity and quality of vocational education on a nationwide basis. *This is not true.* Since 1951, Congress has decreased the appropriation for vocational education in the amount of approximately $1,345,000. Though the entire cut was in distributive education, it has been detrimental to the whole program. During this same period (1951 to 1953) there has been a 324,073 loss in enrollment in federally-aided vocational education programs. Don't let anyone lead you to believe that the program will continue to operate effectively with less federal funds.

The competition for the education dollar is keener today than it has been for many years. President Eisenhower, in his State of the Union Message to Congress, said:

"Youth—our greatest resource—is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population."

If federal funds for vocational education are cut, it will result in one of two things, namely; some vocational programs will be eliminated or seriously crippled, or state and local funds will be taken from budgets sorely needed for elementary and secondary school purposes and used for vocational education. Either of these alternatives would be unsound.

We need to strengthen our elementary and secondary school programs, and there are few places, if any, that can afford to have money taken from these programs and used for vocational purposes. It would be robbing Peter to pay Paul.

To cut federal funds for vocational education would add to the neglect of our youth as set forth in the President's State of the Union Message.

America, along with other members of the United Nations, is involved in a cold war with Soviet Russia. This is a battle for the minds of people and a battle of economics. From the best information we can obtain, Russia is stepping up its vocational program at an ever-increasing rate, with the hope that the Soviets may eventually be able to outproduce and undersell America in the markets of the world. A cut in vocational funds plays into the hands of Communist Russia. The future well-being of any nation is tied inseparably with the productivity of its people. Vocational education is essential to the security and well-being of this nation and is therefore a national problem and must be supported in part at the national level. A cut in vocational funds is a cut at the very heart of America.

Federal aid for vocational education is, in a sense, the "glue" that holds the program together, insures high standards, and emphasizes its importance to state and local authorities.

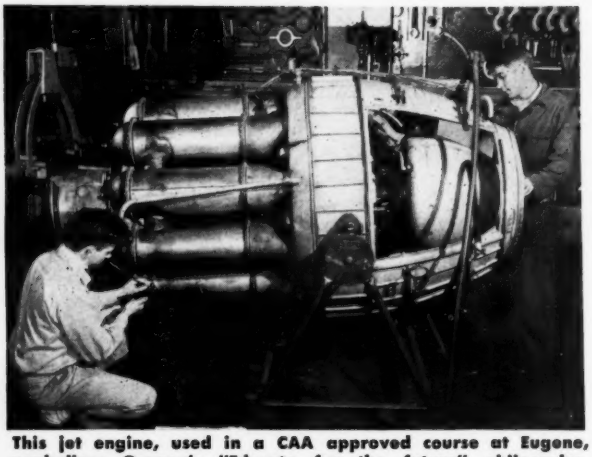
We should be increasing federal funds for vocational education instead of reducing them. See page 3 of the November, '53 issue of the JOURNAL for statement as to need for further development of vocational education in this country.

H. R. 5180. This bill, which was introduced by Congressman Mason of Indiana, proposes to amend section 22 (b) of the Internal Revenue Code so as to provide that $125 per month of retirement income shall be nontaxable. This bill should be of tremendous interest to vocational educators. Many of our former vocational teachers and officials who have retired are finding it difficult to live on the retirement they receive. Making $125 per month of retirement income nontaxable would be very helpful to these individuals.

(Continued on page 36)

Oregon Technical Institute at Ortech, near Klamath Falls, is a state-supported vocational school operated under the supervision of the State Division of Vocational Education. The wide variety of vocational-technical courses offered includes medical technology, practical nurse training, surveying technology, refrigeration servicing, sports-equipment manufacture and repair, diesel mechanics, office machines technology, dental assistant, and farm technology. The school was established in 1946.

In distributive education, high school students have practical sales experience.



This jet engine, used in a CAA approved course at Eugene, symbolizes Oregon's "Educate for the future" philosophy.

Modern equipment and well trained instructors are earmarks of the up-to-date program of industrial arts education in Oregon.

Livestock chains encourage FFA boys in Oregon to get started with purebred animals.

Students in radio broadcasting have practical experience when they operate FM station KRVM, Eugene Vocational School.

Opportunities unlimited for all of the people—that's what vocational education means in the famed Beaver State. Read now about Bill, and Tom; students, employees, and a pretty, young bride; while the JOURNAL salutes

Oregon

You'll find important answers to an important question:— why vocational education?

Bobby, Jill, and Billy learn table setting at the Multnomah, Oregon, pre-school parent education play group. Mrs. William Webber, who is co-chairman of the group, says it could not have succeeded without the fine assistance of vocational education.

As the sun drops low in the Oregon sky a small boy in a house perched along the Columbia Gorge presses his nose against a breath-steamed window and strains to see many familiar sights . . . a giant aluminum plant across the Columbia river, a large saw mill on his side and in the distance a huge hydro-electric dam which is always just a little out of sight.

In the nearby city another boy rides his bike along a wet pavement automatically throwing his papers as he thinks hard about another problem.

Out of classrooms and school shops in Eugene and Klamath Falls, stream groups of youngsters noisily shouting and joking . . . they are teenagers full of ambition and optimism like thousands of other boys and girls returning home from high schools in every part of the state.

On a farm near Corvallis a Future Farmer boy brings the milk cows into the barn, proud of those he owns and of his partnership with his father.

On a huge wheat farm near Pendleton an older farmer turns his tractor around and heads for home a little earlier than usual.

All these people are Oregonians, but they have something in common other than living in the same state. They have something in common with a sales clerk rushing for a bus in Milwaukie, a widow reading some lessons in Portland, a happy young wife cooking her first meal in a new home in Coos Bay, a Korean veteran finishing guidance tests in Salem. They are all benefiting from Oregon's broad vocational education program, just like thousands of others have during the 36 years it has been in operation.

Take the small boy looking out of his window. He's seeing some of the results of vocational education . . . industries which are flourishing in the Northwest because they are supplied with competent, trained workers. Many of these workers are products of vocational education . . . his father is one. He works as a millwright at the nearby sawmill and his salary has made it possible for them to have a home of their

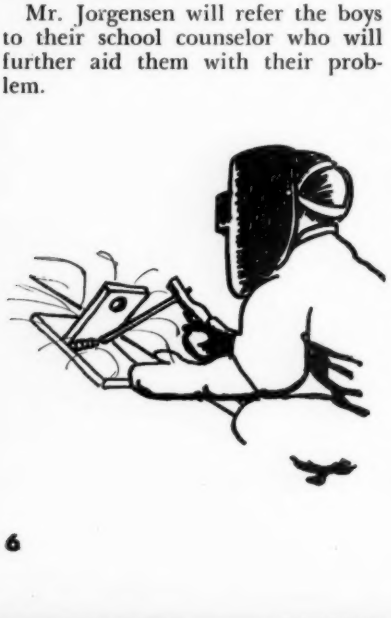
***"My experience has been that the practice of providing vocational education through both in-school and out-of-school classes under a single administration has resulted in economy, efficiency, and a splendid adaptation to local needs."*—PAUL S. ELLIOTT, Superintendent of Schools, Oakridge; and President, Oregon Association of District Superintendents.**

own on the cliffs of the gorge which is world famous for its scenic grandeur. And the boy himself will be able to enter a vocational training class when he is a little older and has decided how and where he would best like to earn a living.

The lad delivering his evening papers is thinking seriously about his problem. He is the "boy on the fence" so to speak because he and his buddies all realize a decision must be made soon. His industrial arts teacher, Mr. Jorgensen, has often led the class in discussions of how industrial arts function as trade exploration, and he plans to have each boy list the vocations that appeal to him. Mr. Jorgensen has a big ring binder filled with information and pictures concerning local and state industries and vocations and charts showing how people live and make their living in Oregon. One fact impressed the boys when they were looking through that wish book . . . only 9 per cent of the persons gainfully employed in Oregon are in professions and semi-professions.

"Gee," says his friend Bill, "looks like we might belong to the larger group who will need some vocational training pretty soon."

Mr. Jorgensen will refer the boys to their school counselor who will further aid them with their problem.



Of the thousands of young Oregonians bounding down the front steps of the school in the late afternoon, many have a particular reason to be full of ambition and optimism. These are the boys and girls who have made an occupational choice and are receiving vocational training along with their regular high school subjects.

Regional and vocational-technical schools serve additional hundreds of eager boys, girls, men, and women who desire to learn and who have the ability to benefit by the training.

When young Hillman saw the radio servicing class room and its equipment in the Eugene Vocational School last fall, he was fascinated because he saw an opportunity to get some real training in radio and communications which had been his hobby for the past 6 years.

"Two years from now I'll be in Uncle Sam's Air Corps and radio will be my specialty," he boasted as he glanced back at the equipment upon leaving the room.

Former Sergeant Jennings, recently returned from Tokyo and two years of front line duty in Korea, stood up a bit awkwardly on his new artificial limb after completing his battery of aptitude and other guidance tests in Salem. His vocational rehabilitation advisor had given him a glimpse of a most promising future; the nightmares of the past 3 and a half years faded and left only the bright memories associated with the service ribbons and his purple heart.

"That's it!" he half shouted as he pictured himself entering a most interesting class now offered at Oregon Technical Institute near Klamath Falls.

Tom Jennings just knew that opportunities unlimited were shaping his destiny; hadn't the guidance man told him that his tests proved him to be mechanically inclined and unusually dexterous? A very unique course in the repair of sports equipment appealed to Tom; here he was in Oregon, the very paradise of sports, his experience with firearms as a boy and in the army had prompted him to brush up on the subject while in the hospital; now he could take the gunsmithing course as well as the sports equipment course at O. T. I.

"You're so nice to come home to" sang the hungry bridegroom in Coos Bay as he greeted his happy wife cooking her first meal in their bright new home.

"Dad used to sing it a little differently . . . he used the old version —*'Can She Bake a Cherry Pie'.*" His confident bride of a few days just smiled as she busied herself with an appetizing dinner that included chinook salmon and Deschutes potatoes for her lineman husband while he peeled off his waterproof gloves and jacket.

She is a recent product of Oregon's family-centered homemaking program . . . a program designed to meet the needs of today's family. Her active participation as an officer and member of the Future Homemakers of America has not only given her additional poise but has developed also in her a keen appreciation of the importance of the homemaker's role today. Yes, she can "bake a cherry pie," but she also possesses a wealth of skills and knowledge . . . all mastered for one purpose . . . to be a real companion, wife and mother . . . a happy family member in a thriving community.

"I am impressed with a program which combines the teaching of good personal relationships with the practical skills as a means of guiding people toward wholesome family living," says Mrs. Fern Fratzke, mother of a present homemaking student.

As soon as our ambitious lineman apprentice had finished a hearty meal of all the good things an Oregon homemaker can purchase or grow in her garden, he announced:

"Got my Unit Packet today; you know, the Oregon instructional ma-

***"In this age of advanced and advancing technology, the man whose contribution is in the vocational technological field has as much value to society as those in the academic areas. The State of Oregon is committed to the proposition that the one has as much right to education at the expense of the state as the other."* — STATE SENATOR PHIL S. HITCHCOCK, Klamath Falls.**

***"The supervised instruction for firemen by the state vocational education program has resulted in more efficient service to the public in terms of conservation of life and property."*—CHARLES ROTH, JR., President, Oregon State Fire Chiefs Association, The Dalles.**

terials we use as a study guide in our related class two nights a week at the high school. The materials are developed right here in Oregon and are the result of a trade survey, and cooperation between the operating companies, the employee organizations, and the State Department."

The FFA boy learning the dairy business near Corvallis is a typical example of Oregon's farm youth who appreciate the opportunities offered by a most comprehensive vocational agricultural program. His father is a successful dairy farmer who takes advantage of the evening classes in dairying conducted by the vocational agriculture instructor. The boy is learning farming practices similar to those acquired a few years ago by Everett Struckmeier, former vocational agriculture student and Star Farmer for the Pacific Region in 1941 who is now a "Grade A" dairyman at Scio, Oregon, and who says:

"My home project helped me get started in farming. It provided training and responsibility that was impossible for me to get in any other way."

That senior citizen, the wheat farmer near Pendleton, headed his tractor for home a little early because he was due to attend a meeting of the district advisory committee that night. Three of his young neighbors planned to ride the station wagon with him; they wanted to meet with that committee and make arrangements to attend an evening class in farm machinery repair, and to find out about future evening classes in such subjects as contour farming, fertilizers, new types of grain, and any specific problems which they might wish to discuss with more experienced men.

***"Oregon's leadership in the field of apprenticeship has made a definite contribution to the skilled work force in this state and a contributing factor to this accomplishment has been the development of course material and a comprehensive program of related instruction for apprentices."* —J. T. MARR, Executive Secretary, Oregon State Federation of Labor.**

"What's cookin' Mom?" and "When do we eat" both rang out in chorus from the front hall of Mrs. Jackson's neat white cottage on the outskirts of Portland just as the deep blue haze covered the fading orange of sunset on the fir-covered hills to the west. Two hungry youngsters gladdened the heart of their youthful mother. Widowhood had left a trace of grey in her dark auburn hair, but the warmth of her smile told a more cheerful story.

"Well, we can eat right away . . . and I don't mind telling you I've a surprise for both of you, but that can wait until after the dishes."

That evening there was a real down-to-earth family conference between Mrs. Jackson and her young charges. Harold, a lad of 17, attends school half days and works in a retail store every afternoon and all day on Saturday. His earnings help fortify the family budget and provide for his clothes and recreation. Next year he will graduate from high school with the rest of his class because he is receiving approved wages and school credit at the same time as a distributive education student. An employer of some of these students, J. D. Swenson, Superintendent of the Meier and Frank Company, says: "We have found the distributive education program in the Portland High Schools of great value to those students interested in working in the department store field."

***"As a result of the inspiration and interest created by the experiences in home economics while my daughter was in high school, she is now enjoying her first year as a teacher of home economics, as well as being married and managing her own home."* — MRS. JEWELL F. SNAPP, Mother of former high school and Oregon State College home economics student.**

About Oregon

Oregon, admitted to the union February 14, 1859, is at the end of the Old Oregon Trail which today is known as highway U. S. 30. Prior to becoming a state, Oregon included Washington, Idaho and parts of Wyoming and Montana. Before 1846, however, the Oregon Territory included considerably more area.

The Oregon country provided an abundance of beaver furs to trappers who came during the early part of the 19th century before general exploration was made by the government; hence, it is known as the Beaver State. Agriculture, lumbering and fishing have historically been the state's chief pursuits of livelihood. Today manufacturing, including wood products, heads the list in terms of value, forest products come next, and agriculture third. Fishing has become an occupation of lesser magnitude but still is important along the coast in cities such as Astoria.

Rectangular in shape, Oregon is bordered on the north by the mighty Columbia River and the State of Washington, on the east by Idaho, and on the south by California. It extends west to the Pacific Ocean and ranks 9th in size in the union.

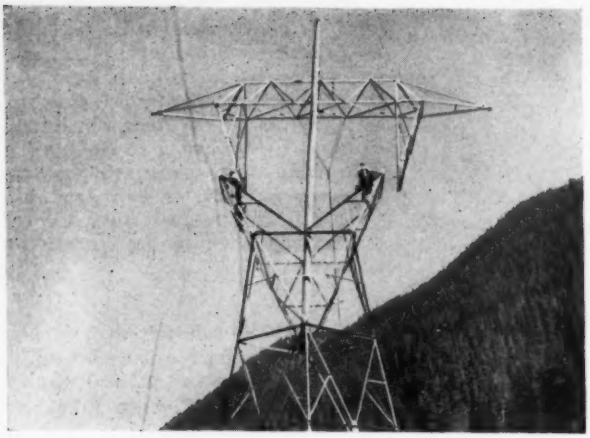
Elevations range from sea level along the coast to mile-high areas in the southeastern section. Oregon also has a diversity of climates. Annual rainfall approaches 100 inches in some of the lush timber areas on the coast while some of the desert-like sagebrush areas east of the Cascade mountain range get only 8 inches. Snow and freezing temperatures are a regular part of the winters east of the Cascade Mountains. They occur only occasionally, however, west of this range, and only rarely in the areas near the coast.

Some things the tourist notices are the onion fields near Ontario, the large wheat fields around Pendleton, the tall pine trees near Bend, and the stately fir trees in Western Oregon. The Columbia River Gorge, Mt. Hood near Portland, and Crater Lake in southern Oregon are famous scenic and recreational attractions.

Nationally known products from the state include Tillamook cheese, Myrtle wood novelties from southwestern Oregon, Rogue River pears, Hood River apples, clover seed, grass seed and Douglas fir lumber and plywood. Not so well known is the state's canning industry which centers in Salem. The combined annual pack of that city's 12 large canneries (one of which has 6 acres under one roof) is over 5 million cases of fruits and vegetables—the largest in the Northwest, and second largest in the nation.

Population has grown rapidly in recent years. The 1950 census accounted for 1,521,341 persons, an increase of 41.4 per cent since 1940. The Willamette River Valley in northwestern Oregon is the most densely populated section of the state. Portland, located at the confluence of the Willamette and Columbia rivers, is the largest city with approximately one-fourth of the state's population. Its docks serve ocean-going ships. Located on the Willamette River 50 miles south of Portland is the capitol city, Salem, which is next in size. Eugene, 10 miles farther south on the river, is the third largest city in the state.

Educationally speaking, Oregon is near the top. Only 3 states surpass it in literacy.



Improver classes are conducted for construction linesmen. Here a steel tower is erected on an electric power transmission line. Plans are underway to establish apprentice instruction in this field. Some who are enrolled travel as far as 200 miles to attend the classes.

Firemen demonstrate control of gasoline fire with fog at the '53 fire school.

Improved quality of production is a key objective during visitation of student's home project by his vo-ag instructor.

Floyd Wilson, Service Manager, Hansen Chevrolet Garage, Roseburg, had his start in training with this firm as a Diversified Occupations student, '29.

"We consider the vocational program which has been in operation in our school system for 24 years, with additions and improvements through the years, to be necessary for our high school to meet the complete needs of our community and its high school students." — **HUGH McGILVRA, Editor and Publisher of the Forest Grove News-Times; Chairman, Forest Grove Union High School Board of Education since 1939; and member, local apprentice committee since 1944.**

The state FHA officers help develop leadership qualities for all homemaking students.

This and other outstanding exhibits at the Oregon State Fair of Farm Equipment were constructed by an FFA chapter. FFA exhibits are sponsored by the Oregon Bankers Association at annual State fairs.

***"From my 12 years experience as labor representative on statewide advisory committees, I have observed that vocational training conducted under the public school system in Oregon has proved its value both in emergency war production and peacetime industry; however, its usage has not nearly reached the extent needed in the industries in our state."* — JESS A. BELL, President, Oregon State Industrial Union Council, CIO; member, state advisory committee for Oregon Technical Institute; and former member, State Advisory Committee for War Production Training.**

Helen listened quietly while her brother painted his picture of the future and then asked pointedly, "Mother, would you think me wise to enter college next fall and get a degree so I could qualify as a homemaking teacher?"

Helen is 19 and had spent the past year selling yardage in a department store.

This was becoming a serious meeting after all. Helen knew that many young women have used their home economics college training experience as a stepping stone to other fields of activity, including marriage.

It was agreed that Helen was old enough to know her own mind and wise enough to settle down to serious study. Then the mother revealed her surprise. She had decided that a course of practical nurse training was exactly what she wanted. Several young widows had attended a meeting at the hospital where the vocational supervisor had outlined the program.

***"I believe our school has a well-balanced vocational agricultural program for the 63 boys enrolled. They have a good shop, 40' x 80', a classroom, a tractor and implements, and a school farm close to the school. All of these things add interest to their work. I think a school farm is essential as many boys otherwise would not get training in the operation of farm machines. Also our shop is not a bit too big as it is used by about as many farmers in the adult program as boys in school."* — GROVE PETERSON, Independence, farmer; and Chairman, Central High School Agricultural Advisory Committee.**

In another city, when he and Jake met on the church steps that October Sunday morning, the school board chairman asked:

"Well Jake, how do you like your new building?"

"This new high school building and equipment are modern in every respect and almost automatic, but we custodians who attended the special training offered at Lebanon last summer learned a lot of things that will make our work much easier and help keep this new plant in tip-top shape for a long time," Jake replied.

An administrator in another part of the state, Errol C. Rees, Superintendent of Multnomah County schools, says, "The janitorial and custodial services of the Multnomah County schools have been greatly improved by the training provided by Oregon's vocational education department. This improvement provides more pleasant buildings in which to work and has greatly reduced the cost to the taxpayers."

The Milwaukie sales clerk, running to catch the bus, was looking forward to his final session in a group of young assistant retail store managers. His primary interests were simple show card writing, window display and inventory control. Skillful instructors had guided his progress through the 10 sessions that had been set up by a local advisory committtee and the vocational coordinator in cooperation with the Oregon DE program.

"Teaching is a craft, Mr. Adams, just the same as bricklaying is a craft and we are indeed fortunate to have found an *experienced* tradesman who is skilled in teaching his craft to others."

This conversation is typical when a vocational supervisor and one of his advisory committees meet to decide upon the "key man" in any effective vocational training, for it must be agreed that there's no substitute for a good instructor. Physical facilities, instructional materials and other necessary aids are important, but the down-to-earth direct contact of the instructor motivates every phase of the program. This is emphasized by Clarence Hines, Superintendent, Eugene Public Schools, who states:

***"Vocational education is helping to prepare many youth in our community to secure the better type jobs in trade and industrial, and distributive occupations."*— ARNOLD L. GRALAPP, Superintendent of Schools, Klamath Falls.**

"Each member of the staff of the Eugene Vocational School has demonstrated his occupational competency by earning his living working at his trade and most are constantly seeking to improve their professional competency by in-service and college extension courses."

The future of vocational education in the Pacific Northwest is indeed unique. Well informed citizens, excellent school plants, enthusiastic instructors, and agencies all cooperating to meet every reasonable request for training are the order of the day. Let's take a look at the future picture.

The Columbia Basin Inter-Agency Committee's report of 1952 brings out some startling predictions.

- *Compared to only 4 million kilowatts of hydro-electric electrical energy already developed the potential is 30 million kilowatts—*
- *Millions of acres of fertile land are being brought under water—*
- *Population increases are estimated at 25 per cent in the next 10 years—*
- *Older industries, such as lumber and wood products, are being greatly enlarged . . . new industries, such as aluminum reduction, extrusion, and rolling, are resulting in rapid expansion in metal products manufacturing.*

Those involved in vocational education in Oregon are proud of their past and present records of achievement and equally anxious to prove that they recognize the enormous challenge of the future.

Oregon enrollments have had a steady climb

Oregon offers vocational education services through 167 local school centers

AGRICULTURE—83 CENTERS
In-school—projects
Future Farmers Association
Adult Classes

DISTRIBUTIVE EDUCATION—15 CENTERS
In-school—part-time coop
Adult Classes

PUBLIC SERVICE—150 CENTERS
(Including Itinerant Localities)

TRADE AND INDUSTRIAL—31 CENTERS
High School
Post High School—Vocational and Technical Schools
Adult Classes (State-wide Coverage)

INSTITUTIONAL-ON-FARM—34 CENTERS

OCCUPATIONAL INFORMATION AND GUIDANCE

HOMEMAKING—85 CENTERS
In-school
Future Homemakers Association
Adult Classes

Vocational Agriculture

Oregon started vocational agriculture classes in 1918. At the present time 83 agriculture departments are in operation and the objective goal is 110 departments. A teacher training department at Oregon State College places prospective agriculture teachers for one college term with supervisory teachers in various schools.

During World War II vocational agriculture teachers supervised the training of over 30,000 rural people in farm machinery repair, food conservation, and agriculture commodity courses in aiding the war effort.

Oregon vocational agriculturalists point with pride to this record in supervised farming. Average investment last year for each Future Farmer of America member was $484.35 and the labor income amounted to $247.05 per boy. The Oregon FFA program was organized in 1928 and has progressed at a rapid rate, with members capturing a considerable share of national honors.

Institutional on-farm training began in 1946 and reached a peak enrollment of over 2,000 veterans in 1949-50. The program has contributed to the welfare of all farmers in Oregon.

Trade and Industrial

The first part-time cooperative class (D. O. program) in the United States was established at Roseburg, Oregon, in 1926. T and I was instrumental in setting up an Oregon Apprenticeship Law and Plan, which went into effect in 1931. The D. O. program formed the nucleus of pre-war training in Oregon, with programs for adults and apprentices beginning in the larger cities.

The Eugene Vocational School, the first of its type, was opened in 1938 as a regional school. Oregon City Vocational School was started in 1941. In 1946 a former Marine Barracks near Klamath Falls was purchased. This later became the state operated Oregon Technical Institute which features a School of Industrial Technology.

Local school districts have continued to expand their offerings in the trade preparatory and trade extension fields.

During the war years 266,756 men and women were trained for the shipyards and airplane factories under the supervision of the State Division of Vocational Education.

***"Leadership development has been one of the most outstanding contributions of the Future Farmers of America to our American way of life. Young men are taught independence and resourcefulness and they are encouraged to think on their feet. A new generation of leadership for America is started through this program."*— DAVID C. BAUM, State Representative, and Past State FFA President, 1939-40.**

The vocational education services cooperate with agencies within the areas serviced, and place special emphasis on the use of local advisory committees in the establishment of classes. The two most important characteristics required of Oregon vocational education students are: the desire to learn, and the ability to learn.

The U. S. Office of Education and local school districts were cooperating agencies.

After the war, T and I supervised veteran-on-the-job trainees, established related training classes for veterans in apprenticeship, and provided for the development of instructional material. Requests for the Oregon apprentice course material have come from as far away as Alaska, Hawaii, South Africa, and Israel.

Home Economics

The home economics section features its family-centered program of homemaking—a program that is constantly revised to meet the needs of families in today's rapidly changing world. Many adult classes are offered in planning and preparing family meals, furnishing the home, clothing the family, and in understanding children.

The Future Homemakers of America is an integral part of the homemaking program. At the present time more than 3,500 Oregon high school students belong to this national organization.

There are 59 homemaking departments in vocational education in Oregon, with 71 homemaking teachers conducting classes; however, the state supervisory staff also cooperates with 229 teachers in the secondary schools.

Oregon State College in Corvallis has a home economics building, equipped with curriculum laboratories and work areas, and staffed with personnel for approved teacher training.

The largest number of enrollees in adult homemaking classes was 8,163 in 1948-49.

Distributive Education

Oregon was one of the nation's leaders in providing an organized training program for Distributive Education in 1936. At present, over 650 students are enrolled in part-time classes in 15 Oregon high schools. Extension classes are conducted for employed adults in sales and service occupations.

The program was especially effective during the war in supplying business establishments with service personnel.

During the last biennium, high school students in distributive education classes earned $611,853.52, with an estimated tax return to the federal and state governments of approximately 20 per cent of that amount.

Public Service

Oregon's public service training program began in 1930, when an instructor training course was given to 197 officers of the Portland Fire Department. Courses were conducted for the U. S. Forest Service, educational advisers in CCC camps, the Public Works Administration at Bonneville Dam, and municipal and county finance officers.

During the war more than 9,000 copies of the vocational education

division's publication *Police Reserve Training*, P. S. Bulletin No. 9, 1941, were distributed to police departments throughout the United States.

Later over 3,000 copies of a fire training manual, entitled *Technical Instruction for Firemen*, published in 1948, have been sold to 150 fire departments in Oregon and other states.

From 1949 to 1951, classes for 180 REA workers were conducted in 10 Rural Electric Cooperatives in Oregon.

Practical Nurse training began in 1949.

Occupational Information and Guidance

Occupational information, counseling and related guidance services rendered students by high schools have steadily increased since establishment of the Occupational Information and Guidance Service in 1943. Many of these youth are realizing that 91 percent of the people in Oregon and the United States earn their livelihood in occupations other than professional and semi-professional types, and that there is a wide range of both occupational and educational opportunities in the state and nation.

R. E. Jewell, Superintendent of Schools at Bend says:

"A significant number of students in our community has been enabled to make a sounder choice of high school and post-high school courses because of the variety of occupational information and guidance services offered them; the variety of vocational education courses also better fit students to select more wisely their fields of work."

Industrial Arts

While the objectives of industrial arts are designed to serve a different purpose than those of vocational education, both programs have much in common and the two groups maintain cooperative relationships. O. N. Mickelson, State President of the Industrial Arts Association, says: "Today all of Oregon's industrial arts courses are considered a fundamental part of general education for boys and girls."

Approximately 175 schools now employ about 250 teachers of industrial arts. The *Industrial Arts Handbook for Oregon's Secondary Schools*" (published in 1952) outlines 29 different "units" that may be selected in different industrial areas and grade levels, and indicates the diversity of instruction offered.

This is a brief outline of the activities and opportunities provided by vocational education services in Oregon. For specific information concerning any phase of the program, write to: Oscar I. Paulson, State Director, Division of Vocational Education, 105 State Library Building, Salem, Oregon.

In Colorado, cooperation, community interest, and conscientious effort brought 3,000-population Florence a T and I program that is now

"The pride of the town"

ALTHOUGH TRADE AND INDUSTRIAL EDUCATION has sometimes been called "education's country cousin," a superintendent and a board of education are still in office after authorization and allocation of funds for such a program in a city of 3,000 people.

Now that the program is in operation, public opinion firmly upholds the decision of the board in its action because it has provided a partial answer to the same problem that faces many administrative bodies: drop outs, lack of interest in school, retardation by being placed where the individual cannot achieve success, and preparation for what—unless you plan to enter college.

Florence, Colorado, is not a wealthy community. It has seen the small mining interests of the area forceably curtail operations because of industrialization trends to other fuels. The highway planning program found it favorable to by-pass the city in the construction of new direct routes. Some industries have found more advantageous locations within the more industrialized areas. The community realizes it must operate without some of the income it once possessed. Leaders in the community are determined, however, to keep Florence a functional area in the Arkansas Valley.

The democratic method in which the educational system operates and in particular, the establishment and operation of the trade and industrial program gives adequate evidence of the wealth of the community in this respect as well as the strength of democracy in action. Through survey, research, statistics, and report and the correlation of all the factors, the program belongs to the citizens of Florence. They recognize their responsibility and return to the administration, cooperation and affirmation of interest in their opportunity.

About 3 years ago, William Chollar, Superintendent of Schools in Florence, presented the Board of Education with a report of a study he conducted on recent graduates of the school system. This was compiled with a drop-out study of the same period. The final factor of the report showed the present situation and what could be expected in the future. It did not offer bouquets. A program that had been adequate in the past was not meeting the current needs. It would doubtless be even less efficient in the future. However, the Board of Education did not press into action a program to provide a "dumping ground" for those students who were the "failures" in the other areas of school curriculum.

In the background of the whole situation was the early preparation of all students and a lack of adequate space for housing additional numbers and curriculum development. Through surveys, hearings, and reports, the board and public planned together and were building an 8 classroom structure for the 7th and 8th grade. This building included a library, a visual education room, a cafeteria and kitchen for the entire system's noon lunch program and a community gymnasium. Although finances were rather restricted, initial steps were taken to better prepare the graduates of the system and keep as many in school as possible.

Analysis of the problem revealed the desirability of a suitable testing program for an extensive report of the interests, aptitudes, and abilities of the students. The series of tests that were administered were thorough, valid and objective. The Colorado Employment Bureau cooperated in the administration of the manipulative skill and dexterity measurement of the student body. For additional analysis, each student had an informal interview with a trained counselor. Additional surveys of industry and employers were conducted and through the services of the personnel, facilities, and records of the Chamber of Commerce, sufficient material was gathered on which to plan the course of action.

The services of the State Department of Vocational Education were requested. William Flannery, State Supervisor of Trade and Industrial Education, provided a suggested plan of procedure for establishing a trade and industrial program that would coincide with the needs of the community.

Mr. Flannery also extended the services of his office to provide suggested inventories, cost estimates, and housing recommendations.

The Board felt that total cost estimates exceeded its budget and therefore looked for community cooperation to find suitable quarters for the new program. Through further cooperation with local industry, the acquired building was exchanged for one more suitable.

Two years after the original report, the services of Mr. Flannery again were requested for suggestions on obtaining an instructor for the fall opening of the program.

At the American Vocational Association Convention in Boston, Mr. Flannery discussed the position with me. My trade experience and four years of trade and industrial teaching and supervision in Maine had given me adequate preparation. Since I was taking degree work at Colorado A and M College, the opportunity presented many desirable factors so I accepted and made plans to visit Florence early in June.

It was rather surprising to receive such an open-minded reception from a group that had been primarily concerned with academic education. The survey reports indicated a strong need for trade training (specifically vocational in nature), in machine shop, automechanics, and welding. There was a wholesome attitude in the professional group as they approved the job analysis techniques that would be utilized, and the individual instruction methods that are outgrowths of the T and I philosophy. The administrative group gave assurance of cooperation

by Arnold McKenney
Director
Trade and Industrial Education
Florence, Colorado

An Advisory Committee Insures Industry-Education Cooperation

and agreed that the operation of the program would be left to my discretion.

The summer session at Colorado A and M supplied excellent members for advisory committees of trade instructors in each of the areas. Suggestions for equipment, supplies, and materials gathered from these committees were presented to industrial groups for verification and additional ideas. Bid lists were prepared and submitted to dealers within the area and from these came the suggested budget for the operation of the program. The board asserted their approval and the orders were placed.

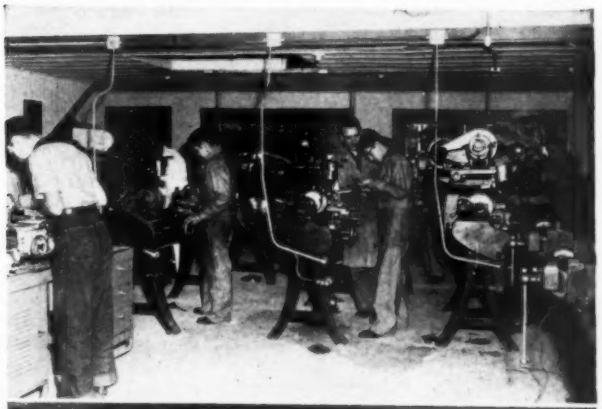
Members of the Denver Public School System were most cooperative in locating much of the equipment that required capital investment. Russell K. Britton, Director of Vocational Education of Denver and Howard Johnson, Principal of the Emily Griffith Opportunity School in Denver, unselfishly gave valuable time and extended the services of their staff to assist in every way possible.

The program is now in operation. Each student accepted for enrollment was first interviewed by a trained counselor. Each student has also been through a testing program. The program will operate under the state and federal subsidy regulation for a period of 5 years. At the end of this time, the community will assume complete responsibility. An advisory committee that consists of members of management and labor, and the public has been formed. Mr. Flannery assisted in the inauguration of this committee, which provides a media of cooperation between industry and community, program and student.

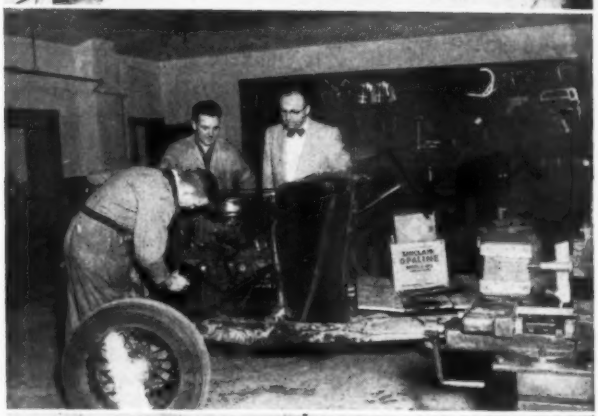
The community is enthusiastic about the program and visitors are frequent. Industry and employers are constantly adding to our program with technically trained experts for specialized instruction.

At present the program is conducted on the high school level because persons in this area who need this training rarely have higher educational opportunities and those who do may share equally in the experience.

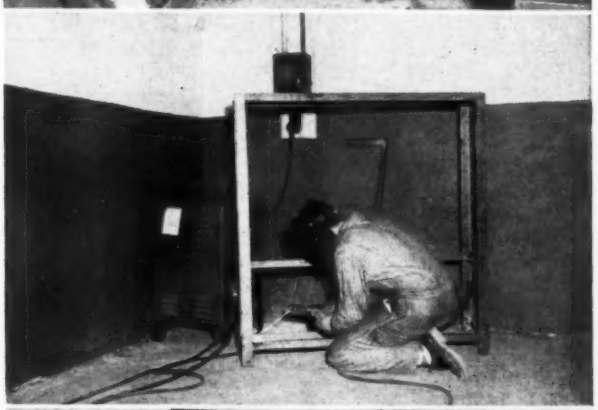
Like the football coach who must present his program before the public, the trades and industrial program is "on the road." With the public support and cooperation and interest experienced here in Florence, it becomes a pleasure to open the front door of the T and I building every morning.



Machine shop equipment meets the requirements of industry and is adequate in quantity and amount.



Superintendent of Schools Wm. Chollar and Mr. McKenny, the director and author, observe a student's performance with interest.



Kenneth Cornella, a student, practices electric welding techniques in shop.

Group work prevails in certain areas of the auto mechanics shop training program.

Penn State Reports—

on working together

AT HOME, AT SCHOOL, at church, and elsewhere in society, college students have experienced different ways of working together. In these varied ways of working is there a difference in the way the persons involved seem to feel toward each other? How does the student herself feel? What, if anything, pleases her in the situation? What, if anything, disturbs her about the situation? In her opinion, what could be done to prevent or improve the situation from her own standpoint and that of others?

A random sampling of 55 junior and senior college students from the School of Home Economics at The Pennsylvania State College cooperated in a study to determine how students feel about some of the different ways they have experience in working with others.

The attitudes of the students toward two ways of working are summarized in this report. The two ways are: two or more people subordinate their own desires in working together for the common good and the common goal of the group; and two or more people strive individually for the same goal with little or no consideration for the other persons.

The students described in detail 82 experiences based on the first way of working and 78 experiences based on the second. Of the former experiences, 50 per cent dealt with sorority life and extra curricular activities, whereas 25 per cent were concerned with home and family situations. The remainder of the situations were classified in 7 miscellaneous groupings.

On the other hand, about 47 per cent of the latter experiences dealt with contests and elections, 19 per cent with grades, and 16 per cent with sports. The remainder of the experiences were classified in eight miscellaneous groupings.

When working together for the common good of the group all those involved seemed to enjoy the experience. They were generally enthusiastic and well-pleased with what was accomplished. Five students mentioned that occasionally someone "fell down on a job" and the others did not like it.

Many things pleased the students in situations where they worked together. At least 30 different ideas were expressed. Those mentioned most frequently were: (1) the cooperation of the group was good and everyone worked well together; (2) the work was done well and quickly because everyone was trying to do more than her share; (3) the group members became closer friends than before; and (4) the project was fun and the workers showed enthusiasm and happiness.

In 45 per cent of the situations, students could think of nothing that disturbed them about the situation.

As for improving the situation in 46 per cent of those described, the students had no suggestions.

When striving individually for the same goal with little or no consideration for the other persons only 14 per cent of those involved reported any friendliness in the situation. One of those said she was "Friendly on the outside but really jealous on the inside." In general, persons were reported as feeling hostile, tense, resentful, bitter, jealous, unfriendly, angry, upset or antagonistic. None of those interviewed were happy with the experiences reported. Some believed that the situation was such a strain it made those involved nervous and tense. Others resented what they termed unfair competition. A few felt badly about the situation though they thought themselves mature enough to understand it. Some rationalized to cover up disappointment. Others reported feeling inferior or mean or bitter.

Only 17 per cent of the situations reported were not disturbing to the students who took them as a matter of course. Judging or directing the situations brought the most complaints and was mentioned by 14 per cent of those participating. Other disturbing factors were: (1) hard feelings developed among friends; (2) some took advantage to work for their own glory; (3) friends became rivals; (4) some situations created feelings of insecurity; (5) there was a mutual lack of confidence; and (6) some persons enjoyed the failures of others.

As for improving the situations students believed that in 79 per cent of those described something could have been done to better them. Most of those interviewed gave a concrete suggestion for improving the particular situation she had described. Illustrative suggestions were:

In one instance, persons in a certain course cooperated dishonestly to pass. Though the printed examinations which came with the course were locked up, one girl was able to get a copy. They divided the questions and each girl worked on a certain number of answers. When they had finished they all got together to study the answers.

In another instance, the girls in the club worked on certain activities for points. They were given a certain number of points for working on each project. Points gave them importance in the club.

These two situations described along with other atypical ones in the study pointed up a number of questions on how to work with others. A few illustrative questions are:

Is the situation sound when the common goal of the group does not appear to be the common good of the group?

Is the situation sound when persons are striving not to outdo the others, but to "better their own past best efforts?"

What place, if any, do extrinsic goals have in working alone or with others?

In conclusion, the findings with reference to students' attitudes toward the two ways of working considered here seem so clear-cut that there appears no need for further summary. The attitudes of the students as expressed should give rise to considerable thought on the part of those who work closely with them. At the same time, some of the situations reported by students raised a number of questions to which answers are needed.

By Hazel Hatcher,
Head, Home Economics Education,
Pennsylvania State College

the "sales room" of industrial arts

—is the demonstration and visual aids area

IN THE PAST 30 YEARS, the field of industrial arts has pushed back its horizons. During this period it has gained wide acceptance; it has earned due rank in the whole world of education; and it has undergone considerable expansion and revision in breadth, depth, and variety of offerings.

There has been a clear trend over the years toward including greater amounts of pupil participation in the practices of shop administration and in the choice and selection of shop experiences. Methods of teaching have been improved by the general findings of all research in education. Ways and means through which the teacher may make his teaching efforts more effective have faced the spotlight of research. Industrial arts teachers, too, have long since known that real teaching consists of much more than telling and showing in the ordinary sense.

Yet, provisions and facilities for the most effective teaching in this department—the demonstration and visual aids area; the "sales room" of industrial arts—are not in much evidence as an actuality. Frequently, they are not included in department plans.

Traditionally, planners have assumed that the shop and drawing rooms provide sufficient space for all phases of industrial arts. And teachers, for lack of an alternative, have continued to adapt all their techniques to the facilities at hand.

But the conditions under which a competent teacher performs are just as important as the conditions under which the learners learn. Many times students do not learn, not because the teacher hasn't taught, but because he was forced to teach in an environment that was not conducive to learning.

Suggestions for planning shops usually call for a statement of the major objectives which the teacher hopes to attain through the learning activities and/or experience he can organize within the framework of his department. They cover the age and level at which the teacher expects to teach and, if adequate, another set of objectives for the specific subjects to be taught.

An environment that will encourage effective teaching is described here. The proposed conditions are assumed to help an excellent teacher become superb and an average teacher stronger.

The demonstration and visual aids area conceived as this environment exhibits certain clear-cut characteristics. It varies from school to school in accordance with need. In some cases it occupies a relatively small area. In others it has characteristics of a very sophisticated department. Basically the two are identical. They both encourage effective teaching.

In each case the area includes appointments appropriate and helpful to the teacher who will use them. No typical plan will be advantageous for all teachers. In every case, however, students are positioned for learning where they may see and hear clearly and distinctly. The teacher is positioned for teaching.

The shop itself offers the best environment for certain kinds of demonstration. When the purposes of the teacher change, however, the students change too. When groups are brought together for discussion, for planning, or writing sessions the environment changes accordingly.

Any teacher can choose from the details of effective environment that are presented here to suit his own circumstances. Some may adopt much; some less; but all will profit from adopting that which fits best in their special assignments.

By larger categories, there are certain modifiers that will help the teacher select features for his own areas from the list that follows. Among the controlling factors are:

Time—Time is important in teaching. Arrangements must permit the least amount of waiting for pupils and teachers alike. There must be ready solutions to problems of getting in, getting out, setting up, and taking down movies, slides, charts, bulletins, and similar materials.

Accessibility—All materials are readily available or of a type that can be set up ahead of time and uncovered for use at the right moment. This means that there must be a "place for," "ready for use," or "on hand" character of provisions. It also suggests that there must be facilities for, and arrangements of these provisions.

Expansibility—The area may be readily extended, spread, or unfolded. It may be added to, modified for, enriched, or revised.

Maneuverability—This factor takes into account the problems of movement, arrangement, management, and manipulation. It deals with traffic routes, the use of casters and rolls, dollies, connections, adjustments, travel, power, switches, light controls over benches, cabinets and equipment.

Appearance—No matter what areas, aids or devices come into use, their first effect on learners should be pleasant because of appearance, color, or inherent learning.

Suitability—This factor takes into account problems of seating, standing, grouping, or other arrangements for pupils. It involves comfort while sitting, writing, seeing, hearing, and standing. It may include consideration for ventilation, controls, sound, or other features that are apart from the immediate lesson.

In keeping with the characteristics of the environment for effective teaching, arrangements for covering,

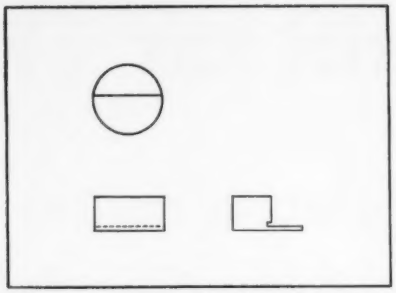


Figure 1. Turntable built into floor, big enough for a demonstration bench.

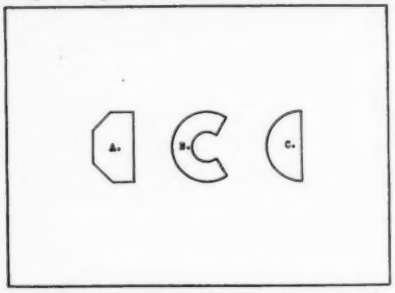


Figure 2. Some of the shape variations for interchangeable bench tops.

Pictorial Materials—These include pictures, enlargements, cuts, machine charts, tool charts, contructions, drawings, views, exploded views, and layouts of many types.

Blackboard Stencils – These are large and small, rolled and flat, fragile, subject to damage, and much alike in appearance. It is best to store them as flat sheets.

Samples—They may consist of raw materials, wood, metal, glass, textile, paper, or plastic. They may be mounted, unmounted, cut, treated, or natural.

Objects—These include actual objects, cut-away models, mock-ups, exploded pieces, break-down, or details. They may work, turn, move, change by flipping, or need action from outside sources such as batteries, wind, air, gas, steam, or electricity.

Tools – Included here are those tools, parts, and equipment commonly employed in demonstrations. They may be for woodwork, metalwork, electricity, crafts, graphic arts, or other fields. They may include hand types, kits, knocked-downs, machine types, special powered, tote, or fixed. They may be for layout, testing, checking, measuring, figuring, estimating, calibrating, or verifying. They may be duplicates of certain shop tools but kept ready for use by the teacher as demonstration equipment.

No matter how few or how many aids and devices for effective teaching are possessed by the teacher or procured by him, their efficient and continued use will be controlled by provisions for their availability for immediate use. The effective teaching environment should reflect that kind of planning that results in appointments and provisions for safely keeping teaching aids ready for use or re-use as they come out of storage.

The following is a description of other appointments that, while not keeping or storing the following kinds of teaching helps must be considered. Each must be adapted to the specific needs of the individual teacher.

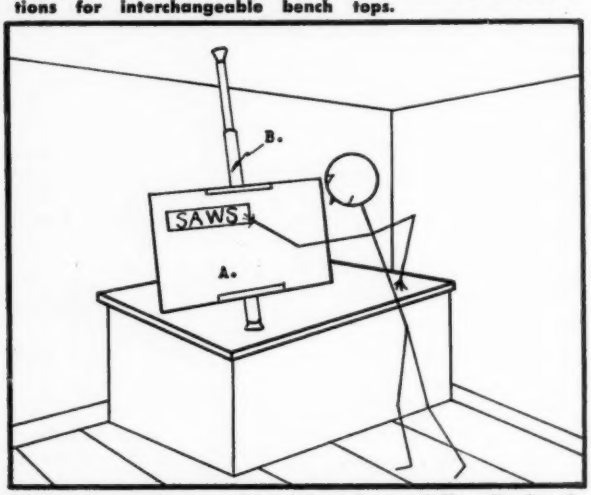


Figure 3. A shows a flannel board, especially effective for developing a demonstration in view of the group. B is a telescoping tube, to which brackets may be attached.

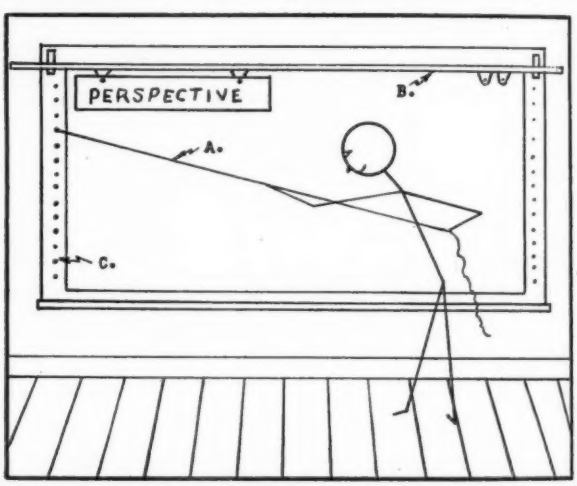


Figure 4. A is a chalk-line, to facilitate sketching and drawing; B, traverse hook on which to suspend charts and posters; C indicates dowel pins for using chalk-line.

Projection Materials – Provisions must be made to protect films, slides, film strips, transparencies, etc., of standard kind as well as those for over-the-shoulder projectors. Storage should be dustless, cool, of correct humidity, and allowing for careful handling and housing of each piece.

Mounted Materials—Storage facilities for charts, graphs, maps, window shade drawings, flat pieces, etc., should be conveniently located.

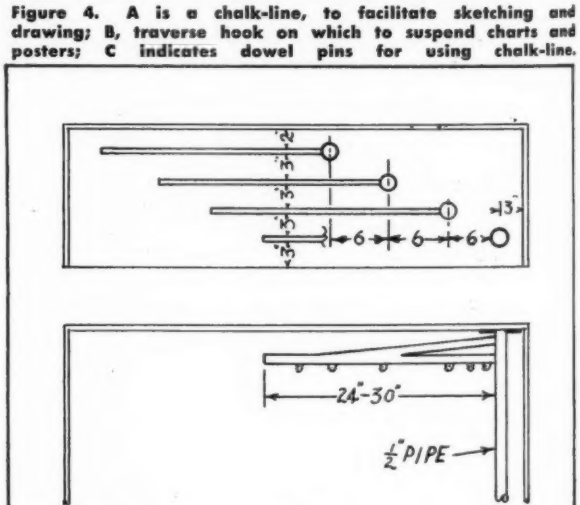


Figure 5. A type of storage for charts, maps and posters.

affecting the keeping and storing of aids and devices, do affect their use by the teacher.

Seating Pupils in Separate Rooms – (1) Theater-type seating arrangements with adequate provisions for writing at each station (2) rows staggered or floor raised toward the rear of the room.

Seating Pupils in Shop Proper– (1) Folding, gymnasium-type seats, but with provision for writing at each station (2) An ample number to eliminate crowding, close contact and the problems of entry and exit.

Other Pupil Assembly in Shop Proper– (1) Allow ample space to permit grouping in a semicircular formation, apart from distractions, separated from certain shop dangers and away from attracting situations.

Provisions, General, All Pupil Assembly Places– (1) Easy entry and exit with a minimum of confusion (2) Provided with adequate heat, light, ventilation, accoustical treatment and black-out curtains (3) Fitted with the necessary stands, storage, electrical outlets and other connections for projection, recording and playing, and demonstration equipment (4) Providing with pull-down projection screen as a permanent fixture (5) Wired with central control of lights at the demonstration area, for spot light (s) focused on the demonstration station, on the blackboard, and for power on projection equipment (6) Furnished with adequate amounts of tackboard, corkboard, bulletin board, blackboard and pegboard.

Lazy Susan Demonstration Unit, Figure 1–An innovation of promise –a 7 or 8 foot turntable built into the shop floor, large enough to accommodate the demonstration bench. Permits the bench to be revolved into its most advantageous position for a given lesson and locked there for use located at a point where its orientation obtains the maximum effectiveness from instruction. May be built as part of a raised platform at the demonstration end of the classroom.

Demonstration Bench(es) on Casters – Barring other arrangements, the demonstration bench or other facilities may be mounted on casters of the drop-down type which enables the instructor to maintain correct orientation for the lesson at all times. Also, the bench may be fully equipped, arranged and ready for action when needed while stored in an adjacent space. Allows the instructor to make or be ready when time permits.

Interchangeable Bench Tops – There is no special reason for retaining the usual rectangular-shaped bench top, for the permanent fastening of bench tops or for the practice of fitting bench tops with but one kind of demonstration equipment when teaching effectiveness may be increased by a change. Spare tops may be provided with combinations from the known requirements of areas being taught. With mobility of the bench unit, all top space becomes available for use.

Figure 2, A, B and C, illustrate some of the shape variations which may help to make more efficient use of space and also increase teaching effectiveness. While no actual fittings are shown in the sketches, the ingenious teacher may combine a woodworking station at one end of the horseshoe-shaped bench top, Figure 2, B, with a machinists vise at the other, and use a stake plate inside the shoe. Other teachers will employ combinations and variations according to need.

Special Demonstration Bench Fittings— Aside from the standard installation required for demonstrations, the teacher's station should have: (1) High and low voltage electrical outlets at or on the bench itself or very near at hand. (2) Compressed air tap. (3) Gas tap. (4) Hot and cold running water at the bench or near at hand in a handy slate or slop-type sink. When the bench unit is mounted on a Lazy Susan turntable or otherwise made mobile with casters, these installations become more difficult to arrange on the bench itself and are perhaps best installed on adjacent wall space. Electrical connections, code permitting, may be brought to the mobile unit through a flexible cable.

This article is 8th in the current IAPPC series: Principles of Planning Industrial Arts Shops.

By Harold T. Widdowson
Associate Professor,
Industrial Education,
University of Minnesota
and
Howard F. Nelson
Associate Professor,
Industrial Education,
University of Minnesota

Additional Facilities—Those which help make teaching effort more effective include: (1) Near-at-hand storage for teaching or demonstration equipment and materials. (2) Disappearing, sliding blackboard panels on which sketches or other drawings may be placed before the class hour and drawn out when needed. (3) Flannel board, Figure 3, A, for those special lessons when the content develops before the group, or other applications where the potential of the aid may be exploited. (4) Peg-Board and accessories for display purposes, for sequence in assembly units, exploded views and for tool storage or the display of samples. (5) Traverse hooks as shown in sketch, Figure 4, B, mounted above the chalkboard on which to suspend charts and posters of varying sizes by the simple manipulation of the sliding hooks. (6) Chalk-line, Figure 4, A, at the blackboard to facilitate sketching and drawing; an elastic cord may be attached to both ends of the line to make a rapid determination of vanishing lines possible. Side rails of the blackboard may be fitted with a series of properly spaced dowel pins as shown in Figure 4, C, over which to loop the end of the line while using this device. (7) Wide chalk boards of six to eight inches in width to accommodate the tools of blackboard teaching. (8) Mirrors mounted above the demonstration bench to enable the pupils to see from above as well as from the normal position. (9) A telescoping tube, spring tensioned, with rubber plugs inserted in each end as shown in the sketch, Figure 3, B. This tube must be long enough to extend, when compressed, from the bench top to the ceiling; when in this position and by attaching suitable brackets and holding devices, teaching aids may be held or mounted close to the demonstration station. Aids of this type may be the flannel board as shown in the illustration, or posters, charts and pegboard. Figure 5 illustrates a type of storage for charts, maps and posters.

General Provisions—No effective teaching environment may be called complete without including these basically important features: (1) Display cases and centers. (2) Planning center and reference area. (3) Reading tables and similar work stations. (4) Magazine and periodical rack. (5) A teacher's office set apart, but within range of observation at all times.

Among the lesser features, but nevertheless important, and which are often overlooked in shop plans are: (6) Fire extinguishers. (7) First aid kits. (8) Wash-up facilities. (9) Near-by lavatory rooms. (10) Drinking fountains. (11) Storage for personal belongings.

This article on planning the demonstration and visual aids area for industrial arts has been prepared primarily to coalesce into a practical and useful form a summary of the thinking and ideas of the writers relative to that environment in which all phases of teaching may be made more effective.

No attempt has been made to elaborate on the basic principles of teaching involved in the recommendations for these are assumed to be quite obvious to the professional teacher. He in turn, must interpret his specific recommendations to the planners as they seek to lay out a better environment in which he *can* teach.

In those situations where a new department is being planned, where major remodelling is involved, or where facilities are being relocated without remodelling, it is hoped that the suggestions herein will prove helpful and useful.

State Presidents—

The Journal salutes presidents of AVA-affiliated state vocational associations for outstanding service to the field of vocational and practical arts education. All those shown here are heading their state organizations.

L. J. Waller
Alabama

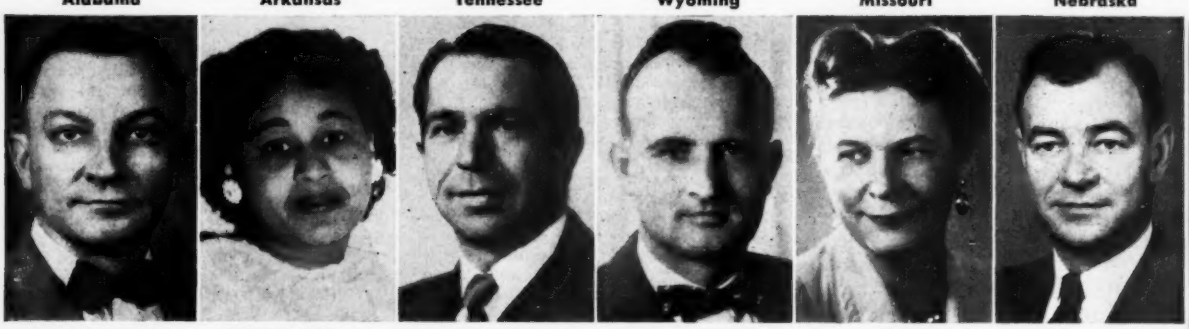
Frances Rudd
Arkansas

Charles G. Nix
Tennessee

Charlotte Williamson
Wyoming

David W. Berryman
Missouri

Mrs. Ivy C. Stacy
Nebraska



Orlin D. Trapp
Illinois

Mildred Harper
Ala. Voc. Tchrs.

Virgil Huston
Oklahoma

James Taylor
Texas

Mrs. Edith Sidney
Illinois (Bus. Ed.)

Max Stalcup
Kansas

Joseph Deluhery
New York

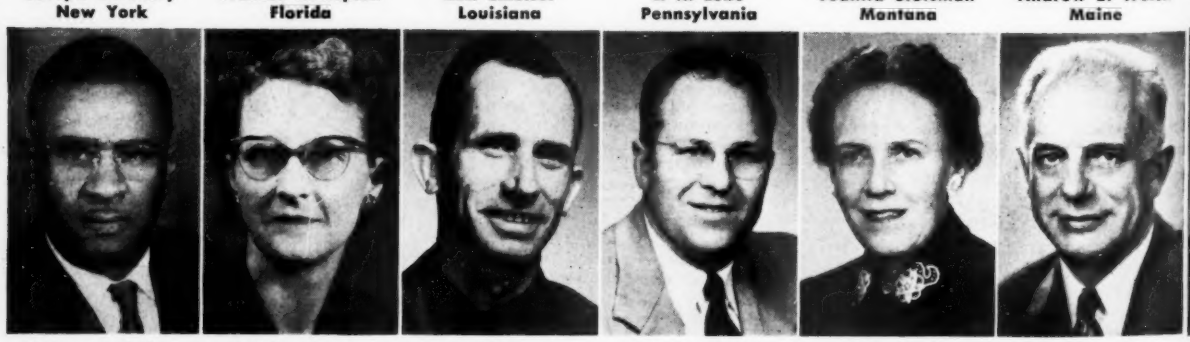
Frances Champion
Florida

Rex Smelser
Louisiana

L. H. Lebo
Pennsylvania

Juanita Stutsman
Montana

Andrew B. Welch
Maine



James A. Keller
Magnolia V. A. (Miss.)

Rhoda J. Foss
Colorado

O. Z. Revell
Florida (Vo-Ag)

Albert Meador
New Mexico

Alice Boen
North Dakota

Owen E. Kiser
New Jersey

Walter Scharmack
Michigan Ind. Educ.

Gwendolyn Wagner
California (H. E.)

Louis J. Bazzetta
Arizona

Eileen Quigley
Illinois

J. A. Twardock
Illinois (Vo-Ag)

Harold W. Crawford
Palmetto V. A. (S. C.)

Lee W. Ralston
California (Ind. Ed.)

Robert W. Luedtke
Nevada

L. A. Hill
Virginia

Ella Payne Moran
Nat'l Capital (D. C.)

A. C. Davidson
Delaware

Fred C. Johnson
Kentucky

W. C. Ulmer
Louisiana (Vo-Ag)

Roxanna Ford
Minnesota

P. C. McBride
Mississippi

Glen D. Barkes
Indiana

Kathleen K. Delaney
Massachusetts

W. W. Craighead
Old Dominion (Va.)

H. E. McCracken
South Carolina

Ralph W. Gruenwald
Iowa

Emilia Tschanz
Oregon

Bryan B. Bundy
Idaho

William R. Mason
Ohio

Charles D. Bates
North Carolina

H. J. Van Valkenburg
Wisconsin

Francisco Nunez
Puerto Rico

LaVell Parsons
California (Vo-Ag)

Kathleen W. Crismond
District of Columbia

Kenneth Adams
Vermont

Andrew F. Probst
West Virginia

How Much Is Enough?

By Margaret Andrews
Consultant in Business Education
Minneapolis, Minnesota

A FULL TWO YEARS? One year? Just one semester? What is the optimum length of work experience to be recommended for cooperative part-time work programs? If 10 years of experience in Minneapolis can serve as a guide, it indicates that one semester has much to recommend it over the longer programs.

Before discussing the one-semester program, however, it is necessary to understand and accept the philosophy behind its existence. Although dozens of important purposes or justifications could be listed, perhaps it will suffice here to say that basically the purpose of the cooperative part-time work program is:

To assist the student in choosing and obtaining a part-time job in keeping with his interests and abilities, and then

To assist the student in the personal adjustment problems he will meet as a new worker, and finally

To give the student related training in school to supplement his on-the-job training and thus increase his work progress.

The cooperative work program is truly a vocational training program for the kinds of jobs available in the community. It is not simply a program that enables the student to earn money while he attends school.

It is not easy to determine how much work experience is enough even if you accept the foregoing philosophy. There is no single answer. Ideally, the length of the program should vary with each student and the particular needs or problems he presents as well as with the nature of the job to be learned.

Let's look at the cases of several specific students. If it were known, for example, that Sammy Slow, who finds school difficult, were likely to drop out of school at the end of the 10th grade, then certainly there might be real help in providing a supervised work experience for him sometime during that year. Such an experience might not only make him a more successful worker if he drops out, but it might also have some effect on holding him in school.

Then take the case of Ava Average. She is going along through school with normal grades and no particular problems. She is not planning to go on to college, and will, therefore, be seeking a full-time job after graduation. For her a supervised work experience could well be a part of her senior year.

And don't forget Homer High. He is a better-than-average student who is planning to go on to college. With the major emphasis he must put on pre-college courses, it might not be wise for him to take more than a semester of his last year for work experience in the field he hopes to enter after college – and remain on as a part-time worker during college.

Then, of course, there is the nature of the job itself to consider in setting the length of a program. No two jobs are alike any more than are any two people. Some jobs to which people devote a lifetime of work require only a few weeks to learn; others take many months, and sometimes years. If the tenet is accepted that the cooperative work program is to train students for the type of job they wish to hold after graduation, then, realistically, the great job dilution which has taken place these last years in both business and industry must also be accepted—and training programs set up accordingly. This may mean immediate training for only a single phase of a more complicated job or process rather than for the full job. Perhaps educators are not justified in asking business and industry to provide broader training for a cooperative student than they do for their regular workers.

But a cooperative work program set up on an individual basis for each student and for each job is difficult, even impossible, to administer. It is not easy for a student and his parents to understand why one student in a particular class is allowed to work while others are not. Employers, too, would find this difficult to understand. Therefore, most schools, in order to protect themselves and to make the program administratively workable are forced to plan class programs rather than individual programs. In planning the length of a cooperative work program, and where it should begin in the school life of a student, several factors must be considered.

If the cooperative work program is to result in a full-time job, then it must immediately precede the student's graduation or school leaving. If not, skills may be lost and the job itself filled by another.

If the cooperative work program is to result in a full-time job, it is frequently not possible to have two shifts of students working on one job, either on a "morning in—afternoon out" basis or on a "week in—week out" basis, since there is often only one job available after graduation.

If the cooperative work program is to result in workers trained not only for earning a living but for

Minneapolis recommends a one-semester program of work experience for part-time cooperative students.

living, then the school time missed must be weighed against what is gained from being on the program for a longer period of time. Since on-the-job training is a lifelong process for most workers, and since high school represents terminal education for most students, then maximum emphasis must be put on in-school training during school years.

If the cooperative work program is to provide training during the initial stages and early adjustment period on the job rather than during the entire learning process, then an optimum time for school supervision must be set up which will allow maximum in-school training along with that initial job training.

If the cooperative work program is to continue to exist, it must serve employers as well as students. Students must, therefore, be made available when the demands of various types of employers indicate they are needed and for the types of work in the community.

The one-semester cooperative work program has operated in Minneapolis for many years and seems to meet the needs of the community and students very well. It has met all the 5 criteria outlined here. Students came on the program in the last semester of their senior year and became full-time workers after graduation—both in January and in June. This helped reduce the great avalanche of graduates who flooded the job market each June and at the same time brought full-time workers to the market at the end of the first semester when they were badly needed. Since only one student worked at any one job, he was assured of a job after graduation.

Most coordinators felt one semester provided an adequate length of time to help the young worker over the usual problems he met on his first job and to work out with the employer a satisfactory long-run training program. Most employers, too, felt one semester was sufficient. Since it was often not possible to give students as broad an experience or as great responsibility on a half-day job as when they were available full-time, students' interest often lagged by the end of the second semester. Furthermore, by staying in school until the last semester, students were able to take additional courses related to their job as well as additional courses of personal value—both of which increased their immediate value as employees.

Several years ago Minneapolis, like many other cities, shifted from semester to annual promotion. Although the advantage of this plan for general education are patent, it proved to be a disadvantage only for the cooperative work program. Employers who had for a number of years learned to expect an available supply of both part-time and full-time workers at the end of the first semester now had to wait until June. Jobs which had been identified and set up for training on a one-semester basis had to be revised and expanded to a full-year basis. Furthermore, to meet the need which always occurs in January, many employers have to over-hire in September to have a cushion for later in the year.

Coordinators felt this sometimes tended to dilute training opportunities for students during the first half-year and therefore some students were discouraged. It should be apparent that employers who take students a year before graduation necessarily take them less-well prepared in many skills than they would be one semester before graduation. This, too, involved shifts in the training program previously set up.

For example, a "stenographer" coming on in the program in September with only one year of training and a whole summer of "time for forgetting" is much less ready and less likely to be placed as a stenographer than the girl placed in January with only one semester of training left.

Minneapolis has somewhat answered the question of how long a program should be by having both one-semester and one-year programs. Some students enter the program in September and remain on it all year. Others come on in January and remain only a half-year. As far as possible, students are allowed to elect the one-semester or two-semester program on the basis of the relationship of their in-school program to their job plans and the length of job training required.

For example, shorthand students are discouraged from entering the program until the second semester so they may have greater skill. Thus, they are marketable as stenographers—not just as office workers.

Students going on to college are also discouraged from going on the program until the second semester so they may have the maximum time in school to give them the strongest possible preparation for college.

Other students for whom there is little training directly related to their job choice in school or who plan to enter a job which has a long training period are encouraged to enter the program in September and remain for the year.

For both of these groups, related in-school training and part-time, on-the-job training immediately precede graduation and full-time employment.

If the trend toward annual promotion spreads, as it seems to be, then it may be possible to work out both a one-year and a one-semester program in many schools. This will keep jobs open all year by placing students in September and will help employers meet their mid-year needs. If a 13th and 14th year of school is to be added, as many educators hope, then the cooperative work programs should certainly move up to those years for many students. If major economic reversals occur so jobs for adults become scarce, then the whole question of jobs for in-school youth will again have to be reviewed.

A co-op student, during her last semester in high school, works under the direct supervision of an experienced office manager (opp. page). Another student discusses with her coordinator when she should begin her work experience program (right). Photos, Minneapolis Pub. Sch.

they know how to say "thank you!"

"LEARNING BY DOING" is the motto of every student enrolled in cooperative distributive education. Students learn the occupation of selling by following a job training plan. This phase of education is wide and varied in its scope, and the nation's future distribution of goods depends to a great extent on these activities of the youth of today, and the results of their training.

It has long been said, however, that "all work and no play makes Jack a dull boy." This, too, could be said of his employer. The grind of every day's business can never achieve the progress for which youth is striving, unless the correct relations and attitudes are created between the student-employee and his employer. The development of leadership is just as important as development of selling ability, and must also be learned by doing.

Perhaps the most common activity for promoting better understanding between business men, school officials, parents, teachers, and students, is the luncheon or dinner given by the distributive education students to express appreciation to their employers for their cooperation and help.

Distributive education coordinators and officers of distributive education clubs have expressed an interest in an exchange of ideas used by various clubs in this worthwhile enterprise. A questionnaire was sent to all DECA, requesting information. This is a tentative report. A more detailed report will include full information on skits, contests, and other comments made by club members.

By Bill Straub,
Vice President for Public Relations
Distributive Education Clubs of America
Paragould, Arkansas

Why have a dinner for employers? Perhaps the reasons included in the Ohio and Wisconsin D. E. Club Handbooks will point out some of the benefits:

To express *sincere appreciation* to your employers.

To establish a more friendly and "human" relationship between employers and students, by helping them become better acquainted in a social way.

To provide an opportunity for every club member to participate in the planning and execution of the various phases of such an event.

To show the employers the scope of the entire program in correlation with the school, beyond the narrow confines of their own training station.

To illustrate the ability of the club members to plan and organize an affair of some magnitude on a comparable basis with adult affairs.

To give the club members more experience in correct social behavior and "host" responsibility.

To provide an excellent opportunity for widespread publicity leading to better public understanding of the entire program.

To open the way for better relations and cooperation between school administrators and the business people of the community through closer acquaintance.

Generally, this event is held in the spring of each school year, serving as a climax for the year's work and saying "thank you" to the employers. The club's work is at its best near the end of the term, and preparation for the next year's work can very successfully be set up. The autumn of the year also has its advantages. At this time, employers and employees have a better means of getting acquainted with each other and the entire program receives a good kick-off. Many schools recommend the autumn in order to keep away from the rush of commencement and other end-of-the-year activities. This, too, has proven to be an ideal time for the initiation of new members, and some clubs that have fall banquets have used this opportunity to initiate new club members with an impressive candlelight initiation. Thanksgiving week has been used by some clubs as an appropriate time to say thanks to the "Bosses."

Outstanding students for the club may be recognized, and special recognition of employers and helpful adults may be made. Several schools present certificates of appreciation to employers for the year's cooperation, showing the school's appreciation for the number of years they have taken part in the program. Others have presented honorary DECA memberships to outstanding employers and members of the advisory committee. The presentation of awards or scholarships to outstanding students as well as special vocational diplomas to seniors, have been made at this time.

Decorations usually have included the club emblem, place cards, crepe paper in DECA colors and candles. Spring, April Showers, and Valentines were used in respective seasons with colorful decorations and business firm names were written on big hearts, Easter eggs, and umbrellas to call attention to the number of organizations enrolled in distributive education. An "advertising fair" was suggested in promoting displays and home-talent interests. The "cash register," symbolic of selling, with advertising material or merchandise from each firm may be used as decorations.

One club used small model stores of the types represented in the club as center pieces. Other clubs have prepared special displays showing the objectives and value of distributive education to all persons concerned.

Speeches were primarily on the importance of the distributive education program. As mentioned before, the "Benefits and Responsibilities of Both Employer and Employee" has been a favorite subject. However, such subjects as "Where Are We Going?," "Your Community Depends on Its Youth," and "Preparation for Your Life's Work" have been used. "Research in Retailing" has been used, also. The Seven Cardinal Principles of Education have been used with emphasis on vocational education as the uniting phase of all education. Other themes which have success-

fully been used are a Thanksgiving program, opportunities for young people, and the development of business.

Speakers from many fields of education and business have appeared on the programs. State supervisors of distributive education spoke at more than half of the banquets reporting; however, the secretaries of chambers of commerce and employers were favorites on many occasions. College professors, school superintendents, radio station managers, and newspaper editors have been heard in local situations. In a few instances, students who accepted the full responsibility of making the banquet a success delivered the evening's main address. Successful DE graduates have also been effective speakers. Speakers were used more than any other item on the program for the employer-employee events.

Other fascinating ideas and clever forms of entertainment have been used. The "Welcome," given by an outstanding student or officer is a *must* in most clubs; with the "Response" made by an employer or member of the advisory committee. The subject matter in these are points of appreciation and encouragement.

Music is the world's greatest means of promoting peace and harmony. So it is not surprising that 80 per cent of the programs featured it. Vocal and instrumental solos by class members and employers were included. Group singing, with the words printed on the program, and orchestral numbers have also been used.

Some clubs featured comical and serious skits, portraying business situations and practices. Contests in which employers challenge employees or firms challenge other firms have proven to be interesting. Some programs were patterned after "Groucho Marx;" other were like "Stop the Music." Another interesting idea was an arithmetic test for salesmen, such as "The Big Pay Off." The winners received money in piggy banks. One quiz contest between employees and employers was based on questions concerning local people, places, and events. Readings, magicians, tap dancing, and record pantomines have been effective.

One of the most interesting parts of the survey dealt with printed programs. Attractive covers displaying the emblem in color were used by the majority of clubs. The inside pages included a list of employees, their employers, and names of the business firms taking part in the cooperative distributive education program. Many programs included the club officers, the menu, features on the program, and the names of advisory committee members. A few listed working committees, songs for group singing, and outstanding club accomplishments of the year. Some organizations did not have printed programs.

DE students who "learn by doing" on the job underline good public relations with their employees by saying thank you with entertaining, annual banquets.

The committees for planning and actually staging the event, were comparable to committees for any other major event. Nevertheless, most clubs consider the program and menu committees most important. The work of extending the proper invitation was rated high because attendance depends a great deal on this procedure. A few felt the program of finance the leading problem factor; however, in most instances each individual employee pays his own and his employer's fees.

A few clubs pay dues or sponsor activities such as book reviews, school stores, concession stands, and Christmas sales to help defray the expenses. Other items attended to by committees have been music, greetings, publicity, social receptions, and favors. The use of several committees permits many students to have a part in the preparation. In instances where a general committee was named only a few students performed all the tasks. One group reported a "steak supper." The students cooked the steaks and served the entire banquet.

Now, who was invited? Just employers? No; store supervisors, students, principals, and advisory committee members were included. Many invited school board members and the state supervisor. Others included the secretary of the chamber of commerce, newsmen, radio station managers, and ministers. Parents and dates are occasionally asked, but this is not a general practice.

As you can see, a survey of this sort brings to our attention so many interesting facts and practices that may be used in any community. The *doing* of this event is a *learning* process as *well* as one key to good public relations. May the 1954-55 employer-employee events be better than ever!

It's well to look to the boys and girls

who learn by doing

for pointers on public relations.

These youngsters stop the music;

sing, entertain, and serve as

gracious hosts at employer banquets

each year. How's that

for "letting the people know?"

More about the Chicago Convention

Helen Thal discusses helpful booklets from Institute of Life Insurance with AVA member in exhibit area.

Officers of the National Vocational Agricultural Teachers' Association: l. to r. Maxwell Lampo, Robert J. Bishop, H. E. Throckmorton, Robert Howey, S. Frank Peterson, Joe R. Cuffman, Leon M. Johnson, Lionel E. Cross, Jess S. Smith, and Robert H. Wall.

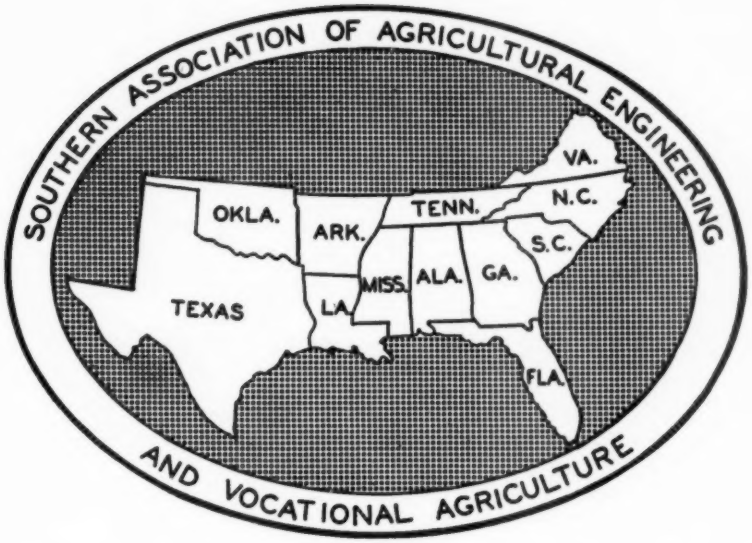
Educational aids from International Harvester attracted many interested viewers.

H. Roe Bartle, Administrator of American Humanics Foundation, gave the major address at the AVA annual banquet.

State Association Officers met twice during the AVA Convention and worked on solution of mutual problems in roundtable discussions. This session followed the Officers' Breakfast.

How many AVA members can you recognize in this picture, taken in front of the Amalgamated Meat Cutters' Union, AFL Local 546 booth? Other Chicago unions also had exhibits.

The South Teams Up for Progress



by **G. E. Henderson, Coordinator, Southern Association of Agricultural Engineering and Vocational Agriculture**

It was in 1938 that Franklin D. Roosevelt said: "It is my conviction that the South presents right now the nation's number one economic problem . . ."

At the time he spoke, about one farmer in 12 owned a tractor in the South. In the rest of the country one farmer out of every 5 owned one. One farmer in 5 had electricity in the South as compared to half the farmers in the rest of the nation.

In the period since President Roosevelt made his statement, southern farmers have bought tractors and installed electric service almost twice as fast as the rest of the country. Other aspects of agriculture changed about as rapidly.

This accelerated change put a tremendous strain on teachers of vocational agriculture. Technical progress, particularly in mechanization, electrification and structures, was outpacing their training. The question was "What to do?"

It was in the summer of 1945 that a regional meeting was held to see if there was an answer to the question. Present were agricultural engineers and teacher trainers from the training institutions, and administrators from the state departments of education. The problems were isolated and classified. An organization was formed and a program established. The program consisted mostly of adjusting agricultural engineering course content and increasing credit hours for prospective teachers in college, and exchanging subject matter materials among the cooperating states.

In the next 15 months noticeable progress was made on the first objective but the informal exchange of subject matter was a failure. It was then that a decision was reached to establish a central office for the region.

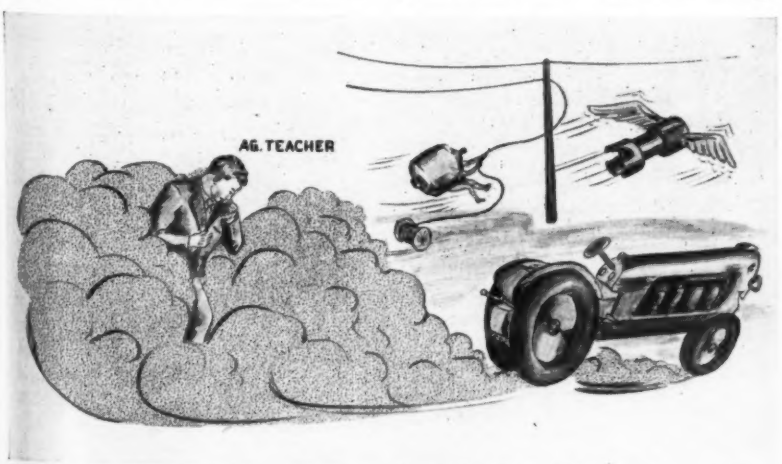
There is much history that could be reported on what happened between 1945 and 1949, when the regional Coordinator's Office was established. It is history that deals with interstate financing and organization structure that did not conflict with state rights—but that is a story in itself.

Once the Office began to function it was evident that subject matter exchange was only part of the job. New subject matter must also be prepared; subject matter that was complete, well illustrated, outlined in teaching form and simplified so that techincal subjects are easily understood by both pupils and teachers; subject matter adequate enough that teachers wouldn't have to use much, if any, supplemental material.

A regional committee selected the subjects it considered most pressing. Yearly the committee has revised the list. The results of the regional effort in terms of new publications are as follows:

Understanding Electrical Terms
Computing the Cost of Electrical Service
Planning the Farm Home Wiring System
Maintaining the Farm Wiring and Lighting System
Selecting Farm Electric Motors, Controls and Drives
Planning, Selecting and Building Farm Fences

More than 350,000 copies of the first 5 have been sold, mostly in the



During the past 15 years the south has mechanized and electrified its farms twice as fast as the rest of the country. This very rapid change threatened to outpace the training and leadership of vocational agriculture teachers in the southern states.

region, but demand outside the region is increasing rapidly. The 6th publication (on fencing) is now at press.

Demonstration equipment was developed to be used with certain of the publications. Plans for making the equipment are made available to the cooperating states.

Next was a demand for film strips to parallel the publications as a teaching aid for teachers. These are now being prepared for each new publication starting with the one on electric motor selection.

The next demand was for a regional school where new teaching units could be introduced to state representatives. The first such school was conducted last September. To make it realistic, a class of farmers was used by the instructor so the rest could observe techniques, teaching aids and adequacy of subject matter. This was followed by criticism and exchange of ideas for improving the teaching procedure.

Several states are now adjusting their in-service training schools for teachers so they follow rather closely the introduction of new teaching units. Experience shows that unless new materials are introduced through in-service training schools, they are used very little by teachers.

One of the most gratifying observations over the last few years is the increase in number of in-service training schools for teachers in various technical fields. It is believed the regional program may have had some effect in this direction.

If you are an administrator you are probably asking "What does it cost?"

Frankly, it doesn't cost—it pays. Participating states pay dues and buy publications, it is true. But the cost of printed publications, illustrated in color, is only a little more than half the cost of the same number of pages of mimeographed material reproduced by each state.

Cost of preparing subject matter at a central office is much, much less expensive than for each state to duplicate the other's efforts. There is also a dividend—time is taken to do a more complete job than any one state is justified in doing.

Cooperating states have one objection. They would like publications turned out faster. That and other problems lie ahead for future solution. What has been accomplished, has been done by a Coordinator, a fulltime illustrator and secretary, plus any free help they can coax from the colleges, government agencies and industry.

Help wanted!

A book just for you

is being prepared by the AVA Committee on Research and Publications this year. Dealing with the all-important topic of public relations, the book will pinpoint problems for the vocational educator.

The *"what"* and *"why"* of good public relations will be explained—but the *"how"* of good public relations will receive most emphasis. It is planned that the book will contain write-ups of actual situations where good public relations practices were successfully established and carried on in vocational programs.

We need your cooperation . . .

This will be a "how-to-do-it" handbook—which will help you, whatever your job in vocational and practical arts education may be.

But first, we need your help in the preparation of this public relations handbook.

We want to hear about your experiences if . . .

- ★ you are a teacher who has worked out practical devices for communicating with parents
- ★ you are a director who has achieved friendly and cooperative relationships with general school administrators
- ★ you are a coordinator who has worked with newspapers to get publicity for new classes
- ★ your school has an orientation program for new students, new teachers
- ★ you are a member of a state association committee responsible for keeping legislators informed
- ★ you have helped to produce a publication informing people about your school or your state's program of vocational education
- ★ you have worked successfully with an advisory committee to improve your program
- ★ you helped to raise funds in your community for a new vocational school or for new equipment
- ★ you are anybody who has helped to build good public relations for your program of vocational or practical arts education

Let us know how you did it . . .

We will need the following information to use in the forthcoming book:

1. a statement of the situation or problem calling for action;
2. your over-all approach;
3. specific techniques employed in building good public relations;
4. an evaluation of the results of your work; and
5. copies of any printed material used.

Send your account of good public relations to:

Gilbert G. Weaver, Chairman
AVA Committee on Research and Publications
227 East Ninth Street
New York 3, New York

Unless otherwise notified, we will indicate the source of all case material used in the publication.

We are grateful

for the help AVA members have rendered us in the preparation of past publications. We look forward confidently to your assistance in this year's project—a public relations handbook for vocational educators.

GILBERT G. WEAVER, *Chairman*
AVA Committee on Research and Publications

Association NEWS and NOTES

Coming Up . . .

Second Annual Conference on Cooperative Education, Ohio Union, Ohio State University, June 28-29.

President's Conference on Occupational Safety, Washington, D. C., May 4-6.

American Vocational Association, San Francisco, Calif., December 3-7.

American Industrial Arts Association, Los Angeles, Calif., March 22-27.

American Home Economics Association, San Francisco, Calif., July 6-9.

State Associations

New York State Vocational and Practical Arts Association, Buffalo, N. Y., April 8-10.

South Carolina Vocational Association, Columbia, S. C., March 26.

Texas Vocational Association, San Antonio, Tex., April 1-3.

Florida Vocational Association, Miami, Fla., April 8-10.

Regional Conferences in Vocational Education—1954

North Atlantic Region

Agriculture, New York City, N. Y., April 20-23.

Distributive Occupations, New York City, N. Y., Feb. 15-18.

Home Economics, New York City, N. Y., March 22-26.

Trade and Industrial, New York City, April 12-14.

Southern Region

Agriculture, Baton Rouge, La., March 29-April 2.

Agriculture (Negro), Washington, D. C., Feb. 23-27.

Distributive Occupations, Savannah, Ga., May 3-7.

Home Economics, Biloxi, Miss., Feb. 22-26.

Home Economics Inter-regional, none this year.

Trade and Industrial, Oklahoma City, Okla., April 20-23.

Central Region

Agriculture, Chicago, Ill., March 9-12.

Distributive Occupations, Granville, Ohio, March 16-19.

Home Economics, none this year.

Trade and Industrial, St. Louis, Mo., Feb. 22-25.

Pacific Region

Agriculture, Salem, Ore., (Tentative) April 26-30.

Distributive Occupations, to be announced later.

Home Economics, none this year.

Trade and Industrial, Phoenix, Ariz., March 1-5.

● In honor of the golden anniversary of vocational education in Buffalo, New York, the city's Common Council recently passed a resolution naming the week of April 4-10 "Technical and Vocational Education Week."

The **New York State Vocational and Practical Arts Association** has scheduled its 1954 Convention in Buffalo April 8-10 in order that laymen and educators together may celebrate the 50th year of vocational education in this western New York State city.

Dr. Harvey Rice, President, State College for Teachers in Buffalo, and former president of the New York State Teachers Association will serve as toastmaster at the NYSVAPAA banquet at Buffalo's Hotel Statler, April 8. Dr. Kenneth McFarland, educational consultant and lecturer for General Motors will be the principal speaker.

Joseph C. Deluhery, President of the New York vocational association, says:

"Buffalo's golden anniversary of technical and vocational education points out one strand of the modern development of one of the areas of vocational education. Buffalo Technical High School was established in 1904 as the first of a group of highly successful vocational and technical high schools. Truly, this was a pioneering effort."

* * *

● **The Little Rock (Arkansas) Vocational Club** (composed of vocational teachers and supervisors) entertained Congressman Brooks Hays and school superintendents, county supervisors, and vocational teachers working in the 6 counties comprising Congressman Hays' district, December 21. The meeting was held at the Little Rock Central High School with Jimmie Jones, President in charge.

Congressman Hays and all other members of the Arkansas congressional delegation for vocational education lend strong support to federal appropriations for vocational education; but the Little Rock Vocational Club had two objectives in holding this meeting. They wanted to receive suggestions from Congressman Hays on how Arkansas citizens can work with their friends in other states in getting other congressmen conscious of the strong need for increased and continued federal grants for vocational education. They also wanted to give Congressman Hays a current picture of the vocational programs in operation in his home district.

The primary part of the program was a panel discussion: *Vocational Education, a National Need.* J. Marion Adams, State Director of Vocational Education, was panel leader and the following were panel members: Congressman Brooks Hays; J. W. Hull, President, Arkansas Polytechnic College; Hays Gibson, Superintendent, Conway Public Schools; Virgil T. Blossom, Superintendent, Little Rock Public Schools; Gene Smith, Crow Burlingame Company; Francis Rudd, President, Arkansas Vocational Association, (and home economics instructor, North Little Rock High School); and Senator Artie Gregory, who represents Pulaski County in the Arkansas State Senate.

AVA Sustaining Members

We are proud to list here the names of Sustaining Members of the AVA. In accordance with a new ruling of the Executive Committee, those persons, companies, and institutions who have demonstrated their support of vocational education by becoming sustaining members of the Association, will be listed regularly in the JOURNAL. Sustaining memberships are available for $25.

Vocational Industrial Club of Ohio
497 East Town Street
Columbus 15, Ohio

Macomber Vocational High School
15th and Monroe Streets
Toledo 6, Ohio

Contributing Members

It is also a real pleasure to list the names of Contributing Members of the AVA. Those who have expressed their interest in vocational education through contributing memberships (available for $10 per year) will be listed in the February, May and October issues of the JOURNAL.

Toledo Joint Apprentice Committee
Plumbing-Pipefitting Industry
105 - 17th Street, Room 209
Toledo, Ohio

H. D. Shotwell
Kansas State Board of Vocational Education
908 Topeka Blvd.
Topeka, Kansas

Robert N. Hoskins
Industrial Department
Seaboard Air Line Railroad Company
Norfolk, Virginia

Lynn C. Jones
Socony-Vacuum Oil Company
606 Van Dalia Street
St. Paul 4, Minnesota

Joseph Schreibman
Central Jersey Supply, Inc.
201 Second Street
Perth Amboy, New Jersey

William Samson
Samson Electrical Supply Co.
385 Rector Street
Perth Amboy, New Jersey

M. E. Coleman
Educational Director,
American Turpentine Farmers Assn.
108 West Hill Avenue
Valdosta, Georgia

Ray D. Howell
Madison & Howell Inc.
313 Madison Avenue
Perth Amboy, New Jersey

William J. Patten
403 Amboy Avenue
Perth Amboy, New Jersey

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This C-7702 Art Table has a 20" x 24" metal edge, adjustable drawing top and a 10" x 20" metal edge reference top. Base and utility drawer is of oak finished golden oak.

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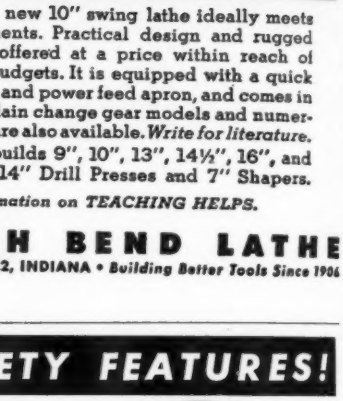

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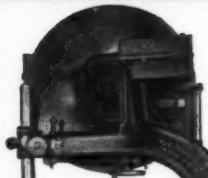

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GRAND RAPIDS, MICHIGAN

Official List of AVA Committees

Approved at the Chicago, Ill., Meeting of the AVA Executive Committee, November 23-27, 1953

COMMITTEE membership approved at the Chicago meeting of the AVA Executive Committee was effective as of the 1953 AVA Convention. Terms are for one year unless otherwise indicated.

A new ruling of the Executive Committee, approved at Chicago, states that each AVA committee should: "prepare and submit to the Executive Committee each year a written report of activities and accomplishments for the year."

Twelve copies of this report should be submitted to the Executive Secretary prior to the annual convention each year.

AGRICULTURAL EDUCATION

Professional Information
S. S. Sutherland, California ('54); J. C. Atherton, Arkansas ('55); W. R. Kunsela, New York ('56); Joe Duck, Missouri ('54); Arthur Floyd, Alabama, ('55); Neldon A. Taylor, California ('54); A. W. Tenney, U. S. Office of Education, Consultant ('56).

Professional Relations
Byron J. McMahon, California ('55); G. H. Hurt, Texas ('56); S. D. McMillen, West Virginia ('54); E. P. Hilton, Kentucky ('55); C. B. Jeter, Virginia ('56); Joe R. Cuffman, Texas ('56); W. T. Spanton, U. S. Office of Education, Consultant ('54).

Research
Leo Knuti, Montana ('56); J. B. Kirkland, North Carolina ('54); Henry Brunner, Pennsylvania ('55); R. E. Bender, Ohio ('56); J. N. Freeman, Missouri ('54); Leon M. Johnson, Minnesota ('55); H. B. Swanson, U. S. Office of Education, Consultant ('55).

Standards and Policies
Burt L. Brown, Washington (54); R. D. Anderson, South Carolina ('55); R. C. S. Sutliff, New York ('56); George P. Deyoe, Illinois ('54); Ernest M. Norris, Texas ('55); S. F. Peterson, North Carolina ('55); W. T. Spanton, U. S. Office of Education, Consultant ('56).

Teacher Education
R. L. Cline, Arizona ('55); V. G. Martin, Mississippi ('56); Arthur Ahalt, Maryland ('54); Milo J. Peterson, Minnesota ('55); W. F. Hickson, South Carolina ('56); Robert A. Wall, Virginia ('54); H. B. Swanson, U. S. Office of Education ('55).

BUSINESS EDUCATION

Business Education Policy and Standards
Arthur Walker, Virginia, Chairman; Harold M. Ostrem, Minnesota; Clinton A. Reed, New York; Jack Milligan, Michigan; W. R. Blackler, California, Ex Officio.

DISTRIBUTIVE EDUCATION

Distributive Education Policy and Standards
Mrs. Alice F. Pipkin, Georgia; L. W. Eaton, Oregon; Cecil Stanley, Nebraska; Samuel W. Caplan, Pennsylvania; Cecil Stanley, Nebraska; Ex Officio.

HOME ECONOMICS EDUCATION

Home Economics Coordinating Council
Rosa Loving, Virginia, Chairman; Louise Keller, Iowa, Ex Officio.

Home Economics Executive Council (policy committee)
Louise Keller, Iowa, Chairman; Lelia Tomlinson, Louisiana ('54); Muriel McFarland, Indiana ('55); Arlene P. Tilton, Rhode Island ('55).

Home Economics Research
Hester Chadderdon, Iowa; Sara Ann Brown, West Virginia; Rebecca Pate, Alabama; Ailsie Stevenson, Washington; Ella Rose, Minnesota; Beula Coon, U. S. Office of Education, Consultant; Louise Keller, Ex Officio.

Home Economics Program of Work
Blanche Portwood, Oklahoma, Chairman; Enid Lunn, Ohio; May DuBois, Oregon; Verna Payson, New Hampshire.

INDUSTRIAL ARTS EDUCATION

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Revision of Bulletin "State Supervision of Industrial Arts"
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Problems and Opportunities in Vocational Education for Adults and Out-of-School Youth
Charles W. Sylvester, Maryland, *Chairman;* Bernardine Bell, Business, California; John B. Coleman, Trade and Industrial, Wisconsin; William B. Logan, Distributive, Ohio; Mary Lyle, Home Economics, Iowa; Roland G. Ross, Guidance, Iowa; Claude Nihart, Industrial Arts, California; W. F. Stewart, Agriculture, Ohio.

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Legislative
Executive Secretary, *Chairman;* President, Past President.

Safety Education
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Study of the Method of Nomination and Election of AVA Officers
James R. D. Eddy, Texas, *Chairman;* Pauline Stout, West Virginia; A. W. Johnson, Montana; Russell K. Britton, Colorado; G. F. Liebendorfer, Nebraska; Roy Fairbrother, Wisconsin; Stanley Pawelek, Maryland; Arthur Walker, Virginia.

Public Information
Rex H. Smelser, Louisiana, *Chairman;* Mrs. Bernice McCullar, Georgia; E. M. Claude, Illinois; Marguerite Loos, Ohio; R. C. S. Sutliff, New York; Verne L. Pickens, Missouri; Albert E. Jochen, New Jersey.

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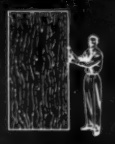

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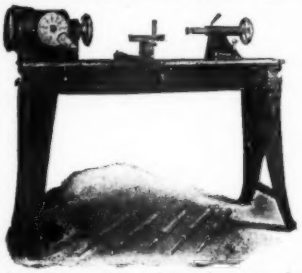

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From the Office of Education

Lawrence Borosage, who resigned as Chief of the Trade and Industrial Education Branch, has assumed his new responsibilities as assistant in the Teacher Training Division, Michigan State College, East Lansing.

Nathan B. Giles, who has been a member of the Trade and Industrial Education Branch for many years, will in his capacity as Assistant Chief be responsible for the work of that Branch until further notice.

• • •

The Advisory Committee to the Home Economics Education Branch met with the Branch staff on January 11 and 12 to discuss possible future emphases in programs of homemaking education for youth and adults in the light of conditions currently affecting schools — increased enrollments, teacher shortages, and other problems. The committee and branch staff reviewed together recent developments in providing education for home and family living and considered ways homemaking education in the schools might meet pupil needs in this area more effectively.

• • •

The Agricultural Education Branch was host January 27 to representatives of the donors to the Future Farmers of America Foundation who came to Washington to hear reports of Foundation activities and plans. The Foundation Board of Trustees met January 25-27, and the Board of Directors and national officers of the FFA met January 28-29. One of the program features during the week was a preview of the movie made by Firestone Tire and Rubber Company of the 25th Anniversary FFA Convention in Kansas City last fall.

• • •

Margaret Alexander, Beulah Coon, and Berenice Mallory of the Home Economics Education Branch served as consultants to discussion groups at the Eastern Regional Conference of College Teachers of Textiles and Clothing which met in Washington, D. C. Miss Coon also served as consultant at the meeting of the Central Regional group in Stillwater, Okla. Both conferences gave attention to problems of making teaching in college programs of clothing and textiles more family centered.

• • •

John B. Pope of the Distributive Education Branch participated in a meeting of the Board of Directors of the National Council of the Hotel and Restaurant Association to prepare agenda for the Spring conference and to plan a summer workshop for the training of owners and managers of restaurants.

• • •

A complete report of the 1953 Young Farmers Conference in Kansas City has been prepared by R. E. Naugher, Program Planning Specialist, Agricultural Education Branch. It was mimeographed and mailed to State Supervisors and Teacher Trainers.

• • •

Catherine Dicks, who has been serving a one-year appointment as Assistant National Adviser of the Future Homemakers of America, has returned to her regular position as Assistant State Supervisor of Home Economics and State Adviser of the Future Homemakers of America in New Mexico. Miss Dicks served on the national headquarters staff of the FHA, working both at headquarters and in the field.

Are You Committing Professional Suicide?

Editor's Note: **The following excellent membership appeal was sent out recently to members of the Virginia Vocational Association by B. H. Van Oot, State Supervisor of Trade and Industrial Education.**

Doctors, lawyers, policemen, firemen, teachers—all have national organizations. The purposes of these organizations are to promote special interests, acquaint members with common ideals and practices, develop good fellowship and understanding, and acquaint other people with the objectives of the work they are organized to do. The persons who are eligible to join these organizations, but do not do so are committing *professional suicide*. Those who are content to stand aside and let others look after their interests are not only committing professional suicide but in addition they are missing opportunity for growth through active group participation. They lose contact with their fellow workers.

So it is with vocational educators. In fact, if it had not been for the courageous and effective work performed by the personnel of the Washington office of the American Vocational Association in contacting senators and representatives in '53, the states might have lost a considerable part of their federal funds for vocational education.

The American Vocational Association and its subsidiary organization, the Virginia Vocational Association, are the organizations that promote your interests and help maintain your position. Let's not commit professional suicide by neglecting to join. Dues are only 4 dollars—3 dollars for the AVA and 1 dollar for the VVA. Membership brings you 9 issues of the JOURNAL, plus frequent letters and bulletins that tell you what is going on in your field of work.

We are proud of the qualifications and enthusiasm of our vocational personnel; in fact, we consider them equal if not superior to the vocational personnel of many other states. We would like this year to report 100 per cent membership. Let's go!—B. H. VAN OOT.

Members of the Distributive Education staff participated in a winter conference of the American Marketing Association which was concerned principally with the importance of distribution in maintaining a stable economy.

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R. E. Naugher, of the Agricultural Education Branch, represented the Office of Education as an observer at the first of a series of four regional conferences to be held by the Veterans Administration with representatives of the State Approval Agencies. The first meeting was held in Atlanta, January 13 and 14.

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Members of the Home Economics Education Branch and nutritionists on the staff of the Children's Bureau held a joint meeting in December. The two staffs discussed their methods of working in the States and explored possibilities for supplementing each other's field activities, since they work on many common problems but with different groups of State personnel.

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Allen Hamilton of the Trade and Industrial Education Branch, recently completed a study of research in trade and industrial education which will be published by the American Technical Society in the near future.

Publications Report

Gilbert G. Weaver, Chairman of the AVA Committee on Research and Publications, presented a full report to the House of Delegates in Chicago. Excerpts are included here.

During 1953, 29,272 copies of AVA bulletins were distributed. This is the largest number sent out by the AVA in the 4 years for which records are available. The total of receipts from sales of publications is also a record for a single year—$3,281.28.

Recent Publications

The two publications released during the year were *Administration of Vocational Education at State and Local Levels* and *A Guide to Improving Instruction in Industrial Arts.* Both were enthusiastically received by professional workers in the field and many complimentary letters of congratulation were received.

The tremendous demand for the booklet *Administration of Vocational Education at State and Local Levels,* issued in March, 1953, made a reprint necessary within two months. Almost 12,000 copies of the booklet have been sent out from the AVA office. Many bulk orders were received which were distributed later to individuals by state vocational associations or state departments of education. The popularity of this booklet indicates that its content was generally approved by AVA members, and furthermore it fulfilled a real need. The revision of AVA's industrial arts bulletin, *A Guide to Improving Instruction in Industrial Arts,* was published in August and already more than 3,400 copies have been distributed. It is anticipated that this revision will continue to be one of the best-selling publications issued by the Association.

Additional Help in AVA Office

Much of this special work was made possible because the additional services of Mrs. Elizabeth Horton were made available in the AVA Washington office. She has been responsible for the actual distribution of publications, handling of orders and billing, reports of inventory, and a part of the promotional work. Her assistance enabled Mrs. Nancy Kane, Publications Secretary, to devote the time which she gives to the Committee on Research and Publications (approximately half-time) to revision and editing of mss.; correspondence for the Committee; production of booklets, including layout, page make-up and proofreading; and planning promotional work.

AVA Members Consulted

In preparing manuscripts for AVA publications, the Committee has made every attempt to contact vocational workers throughout the country for their advice and assistance. More than 250 individuals received copies of draft mss. in various stages of development for the booklet on administration and the book of definitions (not yet published). More than 100 members in the industrial arts division participated in the preparation of *A Guide to Improving Instruction in Industrial Arts,* under the editorship of Chris H. Groneman.

An effort has been made to secure assistance on the basis of a representative cross-section of the country and the entire field of vocational and practical arts education. The Committee on Research and Publications is pleased to report that it received excellent cooperation from AVA members in all its work of preparing mss. For example, 110 copies of the first draft mss. for the book of definitions were sent out for review, and 83 copies were returned. Many of the persons to whom copies were addressed enlisted the assistance of other staff members in making corrections, suggestions and deletions.

The Chairman and members of the Committee have a deep feeling of gratitude for the help and encouragement given by the Executive Committee, State Directors and Local Directors, as well as the members of the Association.

As Chairman of the Committee, I would also like to express my personal appreciation for the fine cooperation on the part of all members of the Committee. I want to pay a special tribute to Mrs. Nancy H. Kane for her resourcefulness and untiring energy in the interests of our publications.

—GILBERT G. WEAVER, *Chairman.*

Report of the AVA Membership Committee, 1953

Your Membership Committee as of November, 1953, has completed 2 years of continuous effort to foster and encourage the growth of AVA memberships in the several states and territories. During this period of time the following has been accomplished:

- Publicity material aimed at stimulating membership in the various fields of vocational and practical arts education has been written, printed, and distributed.
- The setting up of permanent AVA membership committees in the various states has been encouraged and direct responsibility for such organization has been allocated as follows:
  - MARY BELL VAUGHN: Kentucky, Tennessee, Virginia, North Carolina, South Carolina, Alabama, Georgia, Florida, Arizona
  - JOHN BEAUMONT: Illinois, Texas, Louisiana, California, Washington, Wyoming, Arkansas
  - CARL HUMPHREY: New Mexico, Kansas, Oklahoma, Missouri, Utah, Nevada, Mississippi
  - ALBERT E. JOCHEN: New York, Pennsylvania, New Jersey, Delaware, Maryland, West Virginia, District of Columbia
  - GORDON JOHNSON: Colorado, Indiana, Ohio, Michigan, Montana, Idaho
  - HAROLD SHAPIRO: New Hampshire, Massachusetts, Connecticut, Rhode Island, Vermont, Maine
  - GUY TOLLERUD: Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Oregon, Wisconsin
- A formula for determining the potential AVA membership of the states and territories for the purpose of establishing tangible working goals and to provide a basis for making awards for outstanding AVA membership has been developed.
- The development and printing of a booklet concerning successful methods of organization on the local level has been requested.
- Through the personal work of Gordon Johnson, committee member representing industrial arts, we have presented statistical information in attractive and understandable graphical form.

During our 2 years of effort in an attempt to raise the AVA membership, we have made the following observations:

- Greater emphasis should be placed upon the professional aspects of the AVA in recruiting members.
- Greater effort should be made at state and local levels to make various lay groups acquainted with the purposes and the accomplishments of vocational and practical arts education.
- Personal contact is the best approach for securing new AVA members and keeping present members. The local directors and principals should be actively interested personally in the stimulation of such professional membership at the local level.
- Very little can be accomplished without an active, permanent membership committee in each state.
- Each state should designate at least one authorized person to meet with the AVA membership committee at its annual convention for the purpose of discussing mutual problems and developing closer coordination.

What has all this effort accomplished in terms of membership? As of October 21, 1952, we had 33,282 members; and as October 31, 1953 we have 31,482. This is 1800 members less than 1952. Whether this is an indication that the membership committee has been ineffective or proof that it has been very effective in holding and maintaining membership from further decline is difficult to say.

Three areas show an increase; namely, trades and industry, business education, and administration. The largest decrease, which is in the field of agriculture, was caused by the decrease in veterans' agricultural vocational programs, which actually eliminated 1,405 teachers as potential AVA members.

The decrease in Life Members was caused by the dropping of 12 time-payment contracts which were delinquent and which were not continued even after repeated correspondence concerning the delinquency.

In evaluating statistics, it must always be remembered that AVA membership is going to fluctuate as vocational education responds to emergency programs, such as war production training, and veterans' training. AVA total memberships since 1945 show this influence:

Year	*AVA Total Membership*
1945	23,561
1946	20,239
1947	23,317
1948	27,537
1949	30,716
1950	22,818
1951	33,602
1952	33,303
1953	31,482

A question which the membership committee asks itself is this, *Have we reached the peak membership?* In order to try to get an answer, your membership committee devised a weighted scale to determine the potential membership for each state and for the nation. According to these weighted figures, AVA should have a total potential membership of 84,574. Even if this were only 50 per cent accurate, we still would have a potential increase of 10,805 over our October 31, 1953, total of 31,482.

Your membership committee once again wishes to emphasize the fact that it can only act as a mutual assistance committee. The real work of increasing membership must be done at the local level.

In this respect, we urge each of you to make sure that your local association has a membership committee and that the names of the committee members are sent to the AVA office in Washintgon and to your regional committee chairman. — *Respectfully submitted,* ALBERT E. JOCHEN, T & I, *Chairman.*

PERSONALS

J. C. Wright's Continued Contribution to Vocational Education

There are some people who never know when they've had enough, for the simple reason that they never have enough. One of them is J. C. Wright.

A few years ago—in 1950 to be exact — the Division of Education of the Institute of Inter-American Affairs faced a special problem in connection with the cooperative program in vocational industrial education which is carried on with the Government of Brazil. J. C. was suggested to me as the man most likely to succeed. I had heard of J. C., of course (what educator hasn't?), but as I had not met him, I did what most educators do—looked him up in a biographical reference work. Over 70, eh? Might have some trouble with regulations, getting him on the rolls. Besides, he's retired, and probably wouldn't be interested. Still, his experience is just what we need, and the least we can do is to try. Sort of hate to disturb a man at home in his quiet retirement.

But J. C. wasn't at home, the telephone receiver informed me. I could reach him in Miami, where he was conducting a survey. A few minutes later, I heard J. C.'s voice for the first time over the long distance wires. I explained the problem, and said we'd like him to go to Brazil for us on a short-term assignment.

"I'm afraid I can't go this week," the voice said, rather casually, "but if you can wait until this job is over, I'll be glad to do what I can."

We have been closely associated every since, and I hate to think of the job we would have had, formulating and guiding our cooperative vocational education programs in Latin America, as part of the great technical assistance program of this country, if we had not had J. C. to take us by the hand. He was once trained in architecture, among other things. Well, he is the architect of our foreign programs in industrial training.

No one has to tell AVA members about J. C. personally, or professionally, in general. Most of them know that his most recent work has been with the Institute of Inter-American Affairs. Only a few know what he has been doing, and a detailed account would take too long. He has been our chief specialist in vocational education in Washington, for one thing, and as such he has defined the policies to which we are now committed.

But J. C., who looks very impressive at a desk, and out-works most of his office associates, is too vigorous to swivel-chair it. He has located and recruited for us most of our vocational field personnel; he has lined up behind our program some of the ablest vocational men in the country to backstop us in the States. He has served us for a considerable time in Brazil, where our biggest program is, and Mrs. Wright was by his side, to our considerable benefit. There he worked out, with Brazilian and North American specialists, some of the main features of the program. He straightened us out in Paraguay. He visited the Panama program at length, and in my opinion he saved it.

Here in the States, he helped to set up and supervise a most important program of training for Brazilian technicians who are now training others at home. He was largely responsible, with John Floyd, for the IIAA cosponsorship (with the Pan American Union, the U. S. Office of Education, the University of Maryland and the ILO) of the Inter-American Seminar on Vocational Education at College Park, Maryland, in 1952, and in his capacity as deputy representative of the IIAA on the Seminar's executive board, he helped to steer the administration of the Seminar itself and to hammer out its very important report. He was also the chief agent of the IIAA in planning and supervising the execution of the cooperative study of needs for vocational instructional materials in Latin America, carried out in collaboration with the Pan-American Union and the U. S. Office of Education. The "Ash-Romero Report" which came out of that survey is now in heavy demand, not only throughout this hemisphere, but by many Foreign Administration missions in Africa and Asia.

When the severe "reduction-in-force" took place in the new Foreign Operations Administration last fall, J. C. was among those retained on the rolls. It appears now that he is about to leave the service—but that is on his own initiative. If he does "retire"—again—his home telephone is going to be kept busy.

Somehow, he just never has enough.—WILLFRED MAUCK, Director, East Coast Division, Institute of Inter-American Affairs.

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● **Dr. C. A. Michelman,** Chief, Occupational Information and Guidance Service, Illinois State Board of Vocational Education, was the victim of a weird aviation accident at White Sands National Monument, New Mexico, December 29

The accident occurred when an Army L15 plane swooped down upon Dr. Michelman and others who were on the ground. The wheel of the plane struck Dr. Michelman before the pilot was able to turn the plane upward. Other members of Dr. Michelman's family and party escaped injury.

Fortunately, the pilot realized the accident had taken place and immediately radioed for an ambulance and medical attention.

Dr. Michelman will remain hospitalized in El Paso, Texas, for an indefinite period. He is at the William Beaumont Hospital, El Paso, Texas.—FRED SWAN, Illinois.

John A. McCarthy Resigns

John A. McCarthy, Assistant Commissioner of Education, New Jersey Department of Education (since 1937), has resigned his position to become Chief of the Pennsylvania State University staff on Formosa. He will be responsible for the coordination of the activities of the members of the staff and of the pre-service and in-service courses for teachers presently employed in the vocational industrial secondary schools on the Island.

Mr. McCarthy will be located at the Taiwan Teachers College. His duties there will involve advice and assistance in the further development of the curriculum in vocational industrial education and curriculum in industrial arts. He will be expected to help in making the College a center for the training of vocational teachers and assist in the further development of the existing program of vocational education that is intended to contribute to the effective development of the economy of the Island.

Mr. McCarthy has had a long career in vocational education as a teacher and supervisor in the New York City schools and since 1919 as a member of the staff of the Vocational Division, New Jersey Department of Education; first as State Supervisor or Trades and Industry and then as Assistant Commission in charge of Vocational Education and Industrial Arts.

He served as Director of the Apprentice and Adult School of the Singer Manufacturing Company at Elizabeth, New Jersey and for one year was the State Director of the National Youth Administration in New Jersey. During World War II, he was the New Jersey Director of War Production Training and Food Production Training, and more recently the State Director of Apprentice ond On-the-Job Training Program for Veterans.

He has been active in professional organizations in the educational field. He has been president of the National Association of State Directors of Vocational Education, the American Vocational Association and Alpha Pi Chapter, Phi Delta Kappa. He has served as a member of the advisory committee to the U. S. Commission of Education on problems in the field of vocational education and as a member of committees appointed by the U. S. Commissioner of Education in the development of a policy bulletin and other federal publications.

In addition to these professional associations, he is a member of the National Education Association, American Association of School Administrators, the New Jersey Educational Association, the New Jersey Vocational and Arts Association, the New Jersey Council on Education, Epsilon Pi Tau, Iota Lambda Sigma Fraternities, and the Knights of Columbus. He is an AVA Life Member.

He is a member of the editorial boards of two educational publications and the author of many contributions to professional magazines.

Mr. McCarthy will assume his new duties April 15. He is a native of Elizabeth and married to the former Elizabeth M. Flanagan of Roselle, who will accompany him on his mission to China.

W. M. Arnold Succeeds C. M. Miller

Announcement of his successor has been issued by C. M. Miller, whose retirement as State Director of Vocational Education in Kansas was effective January 15. Mr. Miller, who has headed the Kansas department since its organization in 1922, has been asked by the Kansas Board to remain on the staff until June 15.

Mr. Miller's announcement stated:

"Walter M. Arnold, who, since 1950, has been Supervisor of Trade and Industrial Education in Oklahoma, assumed his duties as State Director of Vocational Education in Kansas, January 15. As his predecessor, I consider it a very great privilege to be able to introduce him, not only to the people of Kansas, but to the vocational education leaders of the country, through the medium of the AMERICAN VOCATIONAL JOURNAL.

"I am particularly pleased because Mr. Arnold has a fine philosophy of life. He has a good philosophy of education, including vocational education. He has had splendid training and a great variety of experience. He is a worthy member of any educational group. He will do a good job in Kansas or wherever he works. I am anxious that my friends across the country know that I am happy indeed with his appointment as my successor."

Both Mr. Arnold and his wife are graduates of the earliest public school vocational programs under the Smith-Hughes Act.

After completing his machinist apprenticeship and working for 2 years as a journeyman for the Bethlehem Steel Company (1923-26), Mr. Arnold entered the vocational industrial education department at Pennsylvania State College and earned his B.S. degree (1926-29). He taught shop and related subjects as well as adult evening classes at the Boys High School, Lancaster, Pa., (1929-37) and meanwhile (1935) earned his M.Ed. degree.

Mr. Arnold's career continued as follows: Superintendent, Stevens Trade School, Pennsylvania State Department of Public Instruction, (1937-41); Special Representative, Trade and Industrial Education, U. S. Office of Education, (1941-43); Director of Vocational Education, School District of Allentown, Pa., (1943-45); Personnel Manager, Mack Manufacturing Corp., Allentown, (1945-49); Associate, Harold K. Beyer Associates, Pension Consultants (Equitable Life Insurance Society of U. S.), (1949-50); and 1950-53, Oklahoma State Supervisor of Trade and Industrial Education.

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● **Fred V. Miner** and **Wilbur Snyder,** aircraft instructors at the Clover Park High School, Tacoma, Washington, won 3-day expense-paid trips to Washington, D. C., in a recent national contest sponsored by the National Committee to Observe the Fiftieth Anniversary of Powered Flight. Competition was in the "best use of instructional materials."

Mr. Snyder's entry in the junior high school division consisted of a 9-week lesson plan for teaching ninth grade students the basic essentials of flight.

Mr. Miner's entry in the senior high field was a graphic organizational outline of the aircraft education program of the Clover Park School. It contained color slides, charts, black and white photos, and a 16-mm. film about the courses.

The Clover Park instructors won 2 of the 4 prizes that were awarded in the State of Washington. Highlights of their trip included transportation by the U. S. Air Force, tours of the national capital, and participation in a number of activities that were arranged to celebrate the 50th anniversary of powered flight.

House Speaker Joseph W. Martin, receives a gavel, for the opening session of Congress, in Washington, D. C., from Congressman Brooks Hays, Arkansas. Three reasons for the presentation, as explained by Hays, are (1) the gavel was made by students of the Little Rock Technical High School, (2) the aluminum used was mined in Arkansas, and (3) Hays believes firmly in the need for further extension of vocational education.

Letters to the Editor

We quoted from many complimentary letters about the 1953 AVA Convention in the January Journal. Here are some more:

"I have attended 14 or 15 conventions and I believe that this (Chicago) was the best and easiest of all. This is the consensus of everyone from Washington, D. C. Our heartiest congratulations to you and your colleagues."—HAROLD A. CLARK, Head of Department, Vocational Education, Division 1, Public Schools of the District of Columbia.

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"I want to congratulate you and the members of your staff for the very fine AVA Convention. I have attended most of them in the last 15 years and consider this one of the best. There was such a fine spirit of cooperation among the various services." — MARGUERITE LOOS, Ohio State Supervisor of Distributive Education.

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"As this was one of the most outstanding AVA Conventions I have ever attended, I noticed especially the number of expressions I heard from people from other states to the effect that Miss Creighton conducted it in a dignified and eminently suitable manner and that the general sessions were constructive and of high caliber. Naturally, we were proud of the fine job she did and want to express thanks to you for the part you played behind the scenes in helping her with the responsibilities of her office."—FRANK B. CALE, Virginia State Director of Vocational Education.

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"May I congratulate you on the excellent organization and the fine meetings in Chicago. I don't know of any AVA Convention that was so well organized in the years I have attended."—VIOLETT O'REILLY, Director, L. E. Rabouin Vocational High School, New Orleans, La.

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"I commend you and your staff for another successful AVA Convention."—JOSEPH R. STROBEL, New York State Assistant Commissioner for Vocational Education.

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"I want to tell you and President Creighton that I felt it was one of the best convention programs we have had in a long time. Not only were strong speakers included in the various meetings but everything seemed to move so smoothly."—FLORENCE FALLGATTER, Head, Home Economics Department, Iowa State College, Ames; and Past President, American Vocational Association, Inc.

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"To me, the outstanding accomplishment of the industrial education sessions in Chicago were the joint meetings of: The National Association of State Supervisors; The National Association of Teacher Educators; and, The National Council of Local Administrators. The meetings were well attended, the programs were good, and the discussions from the floor were spontaneous and covered the problems at hand.

"These groups should meet together. their respective aims are toward a common objective—sound vocational classes on the community level.

"Whoever got these three groups together deserves a lot of credit. We have tried to schedule such joint programs for the past several years."—E. L. WILLIAMS, Vice Director, Texas Engineering Extension Service

Books and Bulletins

AGRICULTURE

Developing Farm Woodlands, by John Frederick Preston. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1954. 386 pages, $4.50.

Instructions for woods operations that will produce a profitable woodland enterprise as part of the farm business are covered in this new volume of the McGraw-Hill Rural Activities Series.

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Farming Programs in Vocational Agriculture, by George P. Deyoe. The Interstate Printers and Publishers, 19-27 North Jackson St., Danville, Ill., 1954. 604 pages, $5.00.

This complete revision provides a detailed treatment of principles and procedures for conducting programs of selected farming activities with all groups enrolled in vocational agriculture.

INDUSTRIAL ARTS

General Shop, by Chris H. Groneman and John L. Feirer. McGraw-Hill Book Co., 330 W. 42nd St., New York 36, N. Y., 1954. 307 pages, $3.56.

A textbook for the general-shop course in industrial arts, this new volume in the McGraw-Hill Publications in Industrial Arts series is based on what 98 per cent of 500 industrial arts-general shop teachers asked for in a survey conducted by the authors. A wide range of activities are presented in 122 units.

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Advanced Woodwork and Furniture Making, by John L. Feirer. Chas. A. Bennett Co., Inc., Peoria 3, Ill., 1954. 400 pages, $3.96.

Six main sections complete this book They cover how to select, design, and plan furniture to be built; how to get started in machine woodworking; the special problems in furniture making; the application of good finishes; the description of common power tools, and a suggested list of furniture pieces.

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Woodworking for the Home Craftsman, by Emanuele Stieri. Barnes & Noble, Inc., 105 Fifth Ave., New York 3, N. Y. 376 pages, $1.50.

One of the Everyday Handbook Series, this is a simple guide to hand and power tools, repairs and home improvements.

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Wood and Art Metal, by Harold O. Akeson. The Bruce Publishing Co., Milwaukee 1, Wis., 1954. 62 Pages, 85 cents.

This book is the outgrowth of the author's experience in teaching metal craft work in a general shop at a time when there were very few publications in this field.

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Experimental Electricity for the Beginner, by Leonard R. Crow. The Scientific Book Publishing Co., Vincennes, Indiana, 1953. 240 pages, $2.50.

The purpose of this book is to contribute a broad understanding of the basic concepts of magnetism and electricity. Principles and their practical application are described by means of a related series of experiments. For example, to demonstrate the principles of magnetism the student is shown how to construct his own compass. It includes 319 illustrations, 192 experiments.

TRADE AND INDUSTRIAL

The Supervisor and Work Improvement, by R. A. Downward. Engineering Extension Service and Vocational Division, Texas Education Agency, Austin, Tex., 1953.

This is a report of the supervisor training conference on work improvement that was held for employees of the East Texas Steel Casting Company, Longview, Tex., October 12-23, 1953.

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Automotive Mechanics, Principles and Practices, by Joseph Heitner. D. Van Nostrand, 250 Fourth Ave., New York 3, N. Y., 1953. 501 pages.

Designed to provide beginners in the automotive field with a complete understanding of the construction and operating principles of the automobile, this book also aims to train students in up-to-date methods of maintenance, diagnosis, and repair.

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Automotive Service, Volume II, by Ray F. Kuns. The Bruce Publishing Co., Milwaukee 1, Wis., 1953. 724 pages, $6.50.

The 2 volumes of Automotive Service, covering all phases of repair and maintenance service, are designed as a source of complete training. This new volume is a revised edition.

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UHF Television Antennas and Converters, by Allan Lytel. John F. Rider Publisher, Inc., 480 Canal St., New York 13, N. Y. 128 pages, $1.80.

The function and operation of UHF conversion systems are completely covered on this new paper covered book.

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Three Dimensional Teaching Aids for Trade and Industrial Instruction, Circular No. 366. U. S. Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C., 1953.

Planned and compiled by the committee on teaching aids that was appointed at the 1952 North Atlantic Regional Conference for Trade and Industrial Education this circular was prepared for 3 purposes: to illustrate the many ways in which visual instructional aids may be used; to promote the idea of such use in trade and industrial teaching; and to stimulate interest on the part of teachers in creating comparable aids for their own use in teaching.

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Apprenticeship Digest, Volume II, Bureau of Apprenticeship, U. S. Department of Labor, Washington 25, D. C., 1953. 62 pages.

This is a digest of articles on apprenticeship that have appeared in national, state, and sectional periodicals.

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The Tex-Son Supervisor and His Job, by W. B. Mansfield. Engineering Extension Service and Vocational Division, Texas Education Agency, Austin, Tex., 1953.

A mimeographed pamphlet, this is a report of the supervisor training conference on the supervisor and his job that was conducted for supervisory personnel of Tex-Son, Inc., in San Antonio, Texas, October 6-19, 1953.

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Guide to Audio Reproduction, by David Fidelman. John F. Rider Publisher, 480 Canal St., New York 13, N. Y., 1954. 323 pages, $3.50.

This book presents a complete and basic introduction to the principles and techniques of sound reproduction to provide necessary background for those interested in this field.

VOCATIONAL GUIDANCE

KD Proneness Scale and Checklist, by William C. Kvaraceus. World Book Co., 313 Park Hill Ave., Yonkers 5, N. Y., 1954.

These new screening devices are designed to help identify probable juvenile delinquents before they get in trouble. They can be used with pupils in grades 6 through 12. Information materials and specimen sets are available to qualified individuals on request to the publisher.

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Directory of Professional Opportunities, by Robert Shosteck. B'nai B'rith Vocational Service Bureau, 1761 R St., N. W., Washington, D. C., 1954. 88 pages, 75 cents.

Shown in this publication is the median family income in 1949 for almost 200 standard metropolitan areas of over 100,000 population and other cities of over 50,000, and the number of persons per 10,000 population in each of 20 selected occupations.

McKnight Publications

TEACHING SUCCESSFULLY THE INDUSTRIAL ARTS AND VOCATIONAL SUBJECTS

By G. Harold Silvius & Estell H. Curry

This book contains discussions and suggestions on such important phases of teaching as class organization, planning work, methods and techniques, safety, selection and use of teaching materials, student evaluation and community relations. 340 pages. $4.50

GRAPHIC ARCHITECTURAL DRAFTING

By J. Edgar Ray

This book presents the principles and techniques of architectural drawing in a series of sketches and pictorial views which are correlated with working drawings, plans, and detail drawings. 256 pages, cloth cover. $4.80

GENERAL PRINTING

By Glen U. Cleeton and Charles W. Pitkin

A new edition of a standard text for beginning students of printing. It combines an easy-to-understand text approach with many illustrations to teach the fundamental operations in setting type and in platen presswork. 192 pages, cloth cover. $3.00

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By popular demand–

a new publication

from AVA

Definitions of Terms Used in Vocational and Practical Arts Education

AVA members asked for a book clarifying the terms most necessary for an understanding of vocational and practical arts education. To meet this need, the Committee on Research and Publications compiled a list of commonly-used terms and asked leaders in every field of vocational and practical arts education and in every state to prepare and approve definitions for each term. *The resulting dictionary is now available for your use.*

This new AVA publication is a *must* for supervisors, coordinators, teacher-educators, administartors, and teachers in every field. It will help you to clarify your use of these important terms—and it will make it easier for you to tell the citizens in your community about your program of vocational and practical arts education.

Single copies $.25; five for $1.00

Order your copies today

American Vocational Association
1010 Vermont Ave., N.W.
Washington 5, D.C.

Farm Organizations Pledge Support to Vocational Education

In recent months, several national farm organizations have taken definite action supporting the continuance of federal aid for vocational education. The following covers briefly the action of several organizations:

The American Farm Bureau Federation, at their annual Convention, approved the following: "We commend the excellent school program in vocational agriculture. Through this training, our rural youth become better farmers, homemakers, and citizens.

"We favor continuing federal appropriations for vocational agricultural education on a grant-in-aid basis."

National Council of Farmer Cooperatives: "Recognizing that the effectiveness of research requires equal emphasis on educational services, we favor maintenance of adequate Federal funds to supplement local and state funds in agricultural extension and vocational education, to that end."

The National Grange: "We advocate continued administration of the vocational agriculture program in the Department of Education, Health and Welfare.

"We believe that more adequate funds for vocational and industrial education should be provided by local, state and national governments."

The Cotton Council: The Cotton Council will hold its annual convention in Atlanta on February 1st and 2nd. We have every assurance that this organization will again take action favoring the continuance of federal funds for vocational education in agriculture.

The National Farmers' Union: This organization is holding its annual convention soon. We have been informed by top officials in the National Farmers' Union that this organization will request Congress to appropriate the full amount authorized under the George-Barden Act for vocational education in agriculture ($10,000,000) and home economics ($8,000,000).

Practical Aids for Industrial Teachers

WALKER-TURNER DIVISION
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(Continued from page 3)

Other Bills Introduced

SENATE BILLS: (Copies may be obtained by writing to one of your Senators)

S. 2723 (Smith, R—N. J.) to provide for a White House Conference on education.

S. 2724 (Smith, R—N. J.) to establish a National Advisory Committee on Education.

S. 2717 (Murray, D—Mont.) to remove the time limitation for vocational rehabilitation for Korean Veterans.

S. 2718 (Murray, D—Mont.) to remove the time limitation for seriously disabled veterans on education and training under the GI bill of 1944.

S. 2703 (Hill, D—Ala.) to remove the requirement of automatic periodic reduction of the education and training allowances of veterans pursuing on-the-job training or institutional-on-farm training under the Veterans' Readjustment Act of 1952.

S. 2759 (Smith, R—N. J. and others) to amend the Vocational Rehabilitation Act so as to promote and assist in the extension and improvement of vocational rehabilitation services.

HOUSE BILL: (Copies may be obtained from your Representative)

H. R. 7059 (Harvey, R—Ind.) to provide federal aid to the states for the construction of public school facilities.

M. D. MOBLEY,
Executive Secretary

Orchids to Allentown, Pa.

For a good job of "Letting the people know," orchids go to John T. Shuman, Director of Vocational and Adult Education, School District of Allentown, Pa., and his staff.

The program of vocational-industrial cooperative education in Allentown was covered by Ralph R. Rosenberger, School Page Editor, Allentown Evening Chronicle, in a series of newspaper articels.

The entire series, under Mr. Shuman's direction, was reproduced in a publication entitled *As Seen Through the Eyes of the Press.* Printed in the Allentown High School Vocational Print Shop the booklet, through the courtesy of Call-Chronicle Newspapers, Inc., comprises a unique and interesting story of the Allentown program.

Drafting Supply Company Re-Named

Mayline Company, Inc. is now the official name of the former Engineering Manufacturing Company of Sheboygan, Wisconsin. Change in the corporate name has been approved by the State of Wisconsin. Drafting and art furniture and equipment produced by the company has been identified for the past 3 years with the trade name "Mayline."

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